DOCUMENT RESUME

ED 052 365 08 VT 013 535

AUTHOR	Dawson, C. G.
TITLE	Exploration of the Occupational Guidance Role of the Public Secondary School Guidance Counselor.
INSTITUTION	North Carolina State Univ., Raleigh. Center for Occupational Education.
SPONS AGENCY	Office of Education (DHEW), Washington, D.C. Bureau of Research.
REPORT NO	Center R&D-10
PUB DATE	69
GRANT	OEG-2-7-070348-2698
NOTE	110p.
EDRS PRICE	EDRS Price MF-$0.65 HC-$6.58
DESCRIPTORS	Administrator Attitudes, Counselor Attitudes, *Counselor Role, Interaction, *Occupational Guidance, Questionnaires, *Role Perception, *Secondary School Counselors, Statistical Analysis, Surveys, Teacher Attitudes, Vocational Education

ABSTRACT

The focus of this report is the role expectations of the guidance counselor position as held by selected faculty groups. The two major tasks are: (1) to ascertain the extent of group agreement on the occupational guidance role of secondary school counselors, and (2) to determine the relationships of selected variables to the degree of such agreement. Data were obtained from principals, counselors, general education teachers, and vocational education teachers from a random sample of all North Carolina high schools having a 12th grade, a vocational education position, and a guidance counselor. It was concluded that principals, counselors, and teachers have similar conceptions of the occupational guidance role of the counselors. There is some slight disagreement on some of the role expectations listed on the 60-item instrument used. Those variables related to this agreement or disagreement are the attitude of the counselor to occupational education, the type of counselor, and the frequency of interaction between counselors and general education teachers. (Author)

ED052365

C1

EXPLORATION OF THE OCCUPATIONAL GUIDANCE ROLE OF THE PUBLIC SECONDARY SCHOOL GUIDANCE COUNSELOR

C. G. DAWSON
DEPARTMENT OF SOCIOLOGY AND ANTHROPOLOGY
NORTH CAROLINA STATE UNIVERSITY AT RALEIGH

CENTER RESEARCH AND DEVELOPMENT REPORT NO. 10

CENTER FOR OCCUPATIONAL EDUCATION
NORTH CAROLINA STATE UNIVERSITY AT RALEIGH
1969

VT013535

U. S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION—BUREAU OF RESEARCH
DIVISION OF COMPREHENSIVE AND VOCATIONAL EDUCATION RESEARCH
PROJECT NO. BR-7-0348, GRANT NO. OEG-2-7-070348-2698

CENTER FOR OCCUPATIONAL EDUCATION

RESEARCH-DEVELOPMENT-TRAINING

The Center for Research, Development, and Training in Occupational Education was approved and established as a Research and Development Center in 1965, under the provisions of Section 4(c) of the Vocational Education Act of 1963. The initial approval was for 20 months, ending 31 January, 1967. The proposal for the continuation of the Center for five years, beginning 1 February, 1967, has been approved and the continuation program is in operation. The total program, which has emphasized research in crucial problems in occupational education since its inception, has been divided into five complementary programs, including a research program, an evaluation program, a research development program, a research training program (in occupational education), and a services and conferences program. The Center is designed and organized to serve the nation, with special orientation to the southern states.

The Center is part of the program conducted under the auspices of the Educational Resources Development Branch, Division of Adult and Vocational Research, Bureau of Research, Office of Education, U. S. Department of Health, Education and Welfare. The Center is located at North Carolina State University at Raleigh, and has been established as an integral unit within the University. The program of the Center cuts across the Schools of Agriculture and Life Sciences, Education, Liberal Arts, and Physical Sciences and Applied Mathematics at North Carolina State University at Raleigh. Cooperating and participating Departments include the Departments of Adult Education, Agricultural Education, Economics, Experimental Statistics, Industrial and Technical Education, Occupational Information and Guidance, Politics, Psychology, and Sociology and Anthropology.

THE CENTER RESEARCH AND DEVELOPMENT REPORT SERIES

John K. Coster, Ph.D., Editor

The Research and Development Report Series is the vehicle which has been established for publishing reports of pilot or exploratory research projects or reports of developmental and related programs as interim reports of the Center. In order for a report to be accepted for publication in the Center Research and Development Report Series, it is required that the report be reviewed by a panel appointed by the Head of the Department or by the Director of the Center in cooperation with the Director of the Project, both in preliminary draft form and in revised form, and that the members of the panel recommended that the report be accepted for publication. The Director of the Center is responsible for ascertaining that the project report is relevant to the program of the Center, and that the objectives of the project have been attained.

ADDITIONAL INFORMATION

For additional information regarding the program of the Center, please write to:

Dr. John K. Coster, Director
Center for Occupational Education
North Carolina State University at Raleigh
1 Maiden Lane
Raleigh, North Carolina 27607

ED052365

EXPLORATION OF THE OCCUPATIONAL GUIDANCE ROLE OF THE PUBLIC SECONDARY SCHOOL GUIDANCE COUNSELOR

C. G. Dawson
Department of Sociology and Anthropology
North Carolina State University at Raleigh

* *

The Research reported herein was performed pursuant to a grant with the Office of Education, U. S. Department of Health, Education, and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

* *

Center Research and Development Report No. 10

CENTER FOR OCCUPATIONAL EDUCATION
North Carolina State University at Raleigh
1969

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

PREFACE

There has been a recent trend toward improving the image of occupational education. Coinciding with this trend is a changing image of the role high school counselors play in occupational guidance, if, indeed, this is a part of their role at all. Any change in this area is likely to be viewed differently by those holding different faculty positions. Dr. Dawson has explored and presented herein the interrelationships of four perspectives of the occupational guidance role of the public secondary school counselor. He has also included an examination of variables which might influence agreement or disagreement concerning the role of the counselor.

The Center gratefully acknowledges the time and effort Dr. Dawson put into the preparation of this study. The help and suggestions of the following persons who served on the panel of reviewers are also acknowledged: Dr. William E. Hopke, Professor and Head, Department of Guidance and Personnel Services, North Carolina State University; Dr. B. Eugene Griessman, Alumni Professor and Head, Department of Sociology and Anthropology, Auburn University; and Dr. John L. Wasik, Assistant Professor of Experimental Statistics and Psychology, North Carolina State University.

The Center also wishes to thank Mrs. Sue King for the final editing of the manuscript, and the Center technical and editorial staff for their contributions to the publication of this report.

John K. Coster
Director

SUMMARY

The central focus of this report is the role expectations of the guidance counselor position as held by selected faculty groups. The two major tasks are (1) to ascertain the extent of group agreement on the occupational guidance role of secondary school counselors and (2) to determine the relationships of selected variables to the degree of such agreement.

Principals, counselors, general education teachers, and vocational education teachers are examined. The data were obtained from a random sample of all North Carolina high schools having a 12th grade, a vocational education position, and a guidance counselor.

It is concluded that principals, counselors, and teachers have similar conceptions of the occupational guidance role of the counselors. There is some slight disagreement on some of the role expectations listed on the 60-item instrument used. Those variables related to this agreement or disagreement are the attitude of the counselor to occupational education, the type of counselor (part-time or full-time), and the frequency of interaction between counselors and general education teachers.

TABLE OF CONTENTS

page

PREFACE ii

SUMMARY iii

LIST OF TABLES v

LIST OF APPENDIX TABLES vii

LIST OF FIGURES x

CHAPTER I. INTRODUCTION 1

- Purpose of the Study 2
- Focus of the Study 2
- Questions to be Answered 3
- Significance of the Study 3
- Approach to the Problem 4
- Review of Literature 4
- Theoretical Orientation 6

CHAPTER II. RESEARCH METHODS 16

- Sampling Plan 16
- Variables 17
- Data Collection Instruments 18
- Data Collection Procedures 20
- Data Analysis 20

CHAPTER III. THE ANALYSIS OF DATA AND FINDINGS 23

- Role Consensus Analysis 23
- Analysis of Responses to Items 26
- Independent Variables and Consensus 27

CHAPTER IV. SUMMARY, CONCLUSIONS, AND IMPLICATIONS 42

- Summary of Theoretical Orientation and Methodology 43
- Summary of Findings 44
- Conclusions 46
- Practical Implications 48
- Suggestions for Further Research 49

LIST OF REFERENCES 50

APPENDICES

- Appendix A. Glossary 62
- Appendix B. Tables 64
- Appendix C. Forms 83

LIST OF TABLES

Page

1. Analysis of variance of the occupational guidance role item responses of counselors and principals. 23

2. Analysis of variance of the occupational guidance role item responses of counselors and general teachers. 24

3. Analysis of variance of the occupational guidance role item responses of counselors and vocational teachers 25

4. Differences in the mean responses of counselors and the adjusted mean responses of principals, general teachers, and vocational teachers by items. 28

5. Source of variance of purpose and position when the role item responses are categorized by the purpose of vocational education for the junior high student as perceived by the counselor. 30

6. Source of variance of purpose and position when the role item responses are categorized by the purpose of vocational education for the senior high student as perceived by the counselor. 31

7. Source of variance of size of school and position when role item responses are categorized by the size of the school. 32

8. Source of variance of the professional environment of the counselor and position when role item responses are categorized by the professional environment of the counselor 33

9. Source of variance of professional education of the counselor and position when role item responses are categorized by the professional education of the counselor 34

10. Source of variance of the type of counselor and position when role item responses are categorized by the type of counselor. 35

11. Source of variance of the student-counselor ratio and position when role item responses are categorized by the student-counselor ratio 36

12. Source of variance of the frequency of interaction and position when the role item responses are categorized by the frequency of interaction between the counselor and the relevant group. 38

LIST OF TABLES (continued)

Page

13. Source of variance of rank and position when the role item responses are categorized by the social rank of general and vocational teacher positions as perceived by the counselor 39

14. Source of variance of power and position when role item responses are categorized by the power associated with the counseling position by the counselor. 40

15. Source of variance of attitude and position when role item responses are categorized by the attitude of the counselor toward occupational education 41

LIST OF APPENDIX TABLES

Page

1. Mean response of principals, counselors, general teachers, and vocational teachers by items 64

2. Analysis of variance of the purpose of vocational education for the junior high student as perceived by the counselors and the role item responses of counselors and principals . . 66

3. Analysis of variance of the purpose of vocational education for the junior high student as perceived by the counselors and the role item responses of counselors and general teachers 66

4. Analysis of variance of the purpose of vocational education for the junior high student as perceived by the counselors and the role item responses of counselors and vocational teachers 67

5. Analysis of variance of the purpose of vocational education for the senior high student as perceived by the counselors and the role item responses of counselors and principals . . 67

6. Analysis of variance of the purpose of vocational education for the senior high student as perceived by the counselors and the role item responses of counselors and general teachers 68

7. Analysis of variance of the purpose of vocational education for the senior high student as perceived by the counselors and the role item responses of counselors and vocational teachers 68

8. Analysis of variance of the size of the school and the role item responses of counselors and principals. 69

9. Analysis of variance of the size of the school and the role item responses of counselors and general teachers. 69

10. Analysis of variance of the size of the school and the role item responses of counselors and vocational teachers 70

11. Analysis of variance of the professional environment of the counselors and the role item responses of counselors and principals 70

12. Analysis of variance of the professional environment of the counselors and the role item responses of counselors and general teachers 71

LIST OF APPENDIX TABLES (continued)

Page

13. Analysis of variance of the professional environment of the counselors and the role item responses of counselors and vocational teachers. 71

14. Analysis of variance of the professional education of the counselors and the role item responses of counselors and principals 72

15. Analysis of variance of the professional education of the counselors and the role item responses of counselors and general teachers 72

16. Analysis of variance of the professional education of the counselors and the role item responses of counselors and vocational teachers. 73

17. Analysis of variance of the type of counselor and the role item responses of counselors and principals. 73

18. Analysis of variance of the type of counselor and the role item responses of counselors and general teachers. 74

19. Analysis of variance of the type of counselor and the role item responses of counselors and vocational teachers 74

20. Analysis of variance of the student-counselor ratio and the ration item responses of counselors and principals . . . 75

21. Analysis of variance of the student-counselor ratio and the role item responses of counselors and general teachers 75

22. Analysis of variance of the student-counselor ratio and the role item responses of counselors and vocational teachers 76

23. Analysis of variance of the interaction between the counselors and principals and the role item responses of counselors and principals 76

24. Analysis of variance of the interaction between the counselors and general teachers and the role item responses of counselors and general teachers 77

25. Analysis of variance of the interaction between counselors and vocational teachers and the role item responses of counselors and vocational teachers. 77

LIST OF APPENDIX TABLES (continued)

Page

26. Analysis of variance of the social rank of the general and vocational teacher positions as perceived by the counselors and the role item responses of counselors and principals. 78

27. Analysis of variance of the social rank of the general and vocational teacher positions as perceived by the counselors and the role item responses of counselors and general teachers. 78

28. Analysis of variance of the social rank of the general and vocational teacher positions as perceived by the counselors and the role item responses of counselors and vocational teachers 79

29. Analysis of variance of the power associated with the counseling position by the counselors and the role item responses of the counselors and principals. 79

30. Analysis of variance of the power associated with the counseling position by the counselors and the role item responses of counselors and general teachers. 80

31. Analysis of variance of the power associated with the counseling position by the counselors and the role item responses of the counselors and vocational teachers 80

32. Analysis of variance of the attitude of the counselors toward occupational education and the role item responses of counselors and principals. 81

33. Analysis of variance of the attitude of the counselors toward occupational education and the role item responses of counselors and general teachers. 81

34. Analysis of variance of the attitude of the counselors toward occupational education and the role item responses of counselors and vocational teachers 82

LIST OF FIGURES

Page

1. Position-centric model 10

2. Analytical framework 13

CHAPTER I

INTRODUCTION

Societal changes, including changes in the complexity of the occupational structure, the increased demand for skilled and technical workers, the increased mobility of our population, and a rapid shift to an essentially urban society, are presenting many new challenges, opportunities, and responsibilities to the various groups within the educational system. These rapid changes in the economy and in the social structure demand major attention from those educational groups directly responsible for expanding, redirecting, and enriching occupational education at the local level.

Occupational education is a formalized, institutionalized vehicle for facilitating the assumption by youth of occupational roles. To understand occupational education, one must understand the nature of the occupational system into which occupational education provides a means of entrance (Brookover and Nosow, 1963, p. 23). One must recognize the significant bridge that education provides for youth into the world of work.

Professional, technical, and managerial people constitute a relatively large group in the American working population. Positions occupied by these people have various types of educational prerequisites. The educational system has a major responsibility for the allocation of persons to the various levels of occupations. This allocation of the educational system has become complicated, creating numerous additional problems and considerations for individuals in the educational system responsible for assisting youth with their educational and occupational choices.

Consequently, in recent years there has been a rapid expansion in the efforts of the secondary school system to provide students with more information pertaining to occupational education and the world of work and to help students in appraising their own interests, aptitudes, personalities, and skills in relation to a variety of occupational opportunities (U. S. Department of Labor, 1967). A major development in this effort has been the very rapid growth in school guidance programs. Occupational guidance is one of the functions of the personnel within these programs.

Relatively little appears to be known about how this function is carried out in our public schools and about the social relationships existing between guidance counselors and other groups that are actively involved in administering and conducting occupational education in the local schools. Currently, there is abundant evidence that one of the important needs in present and future education is guidance (Mortimer, 1967).

Programs in education often take their shape as the net effect of many diverse forces. Katz (1963) feels we might best refer to current programs in guidance not as "emerging" but as "extended" by interacting pressures. He lists as one of these pressures the needs and demands of the school setting--that is, from the administration and the faculty. Katz (1963, p. 1) comments on the "pressures":

> None of these elements speak with a clear single voice. Often the counselor's ears are assaulted with a babel of conflicting values, demands, expectations, influences, and dictates. In trying to perceive and play his role, he is like an actor on a stage surrounded by prompters. Even though he may not have faltered or solicited any help, all these prompters simultaneously may throw him different lines.

This study was based upon the assumption that an identification and analysis of the opinions and attitudes of selected educational groups concerning the social expectations they have for counselors relative to occupational education and the world of work would prove fruitful in understanding and improving the relationships between these groups. It was directed by the general hypothesis that there are discernible differences in the roles of public school guidance counselors as perceived by selected groups within the public secondary school and that the elements of a social system can be utilized to gain a better understanding of these differences.

Purpose of the Study

This research is an exploratory analysis of a selected role of the occupation of guidance counselor, specifically that role pertaining to occupational education and the world of work. It describes and analyzes certain social relationships between this occupational position and other selected positions within the school system. The major concern is the expectations held by the various occupational groups within the public schools educational system relative to the occupational guidance role of the public school guidance counselor. The primary objectives are the determination of the extent of consensus among the school staff on these expectations and the investigation of several factors that appear to be related to the degree of consensus.

Focus of the Study

The general objective of the study is to analyze the relationship of certain factors to the degree of role consensus relative to occupational guidance within the public school social system. Specifically, the study concentrated upon the following areas related to the occupational guidance role of the guidance counselor: (1) the role expectations and occupational education value orientations of the counselor; (2) the expectations held by principals, general educators, and vocational educators for the occupant of the guidance counselor position in the school; (3) the degree of consensus in the school between the three counter-positions (principal, general teacher, and vocational teacher) and the focal position (guidance counselor); and (4) the relationship of selected factors to the degree of consensus within the system.

Questions to be Answered

Efforts were concentrated on role clarity and role consensus within the high school system pertaining to occupational guidance in search of answers to such questions as: How much consensus exists in the public schools regarding the occupational guidance role of the guidance counselor? Do others with whom the guidance counselor interacts perceive his occupational guidance role in the same manner as the counselor does himself? What factors appear to explain any variations found in the degree of role consensus? What is the relationship between the occupational education value orientation of the counselor and the degree of role consensus? Is the degree of consensus affected by the frequency of interaction between the counselors and the selected groups? Is the degree of consensus related to the size of the school?

Significance of the Study

A role study in the context of work relations or occupational structure has practical as well as theoretical value. This study of the occupational guidance role of the public school guidance counselor should not only prove fruitful to several segments of the public school system concerned with occupational education but should also add to the body of knowledge concerning role theory and occupations.

Additional knowledge concerning reciprocal expectations for role behavior should accrue from this effort. Through special attention to the relationship of occupational guidance to occupational education as an integral part of the social system of the high school, it should provide additional enlightenment relative to group interaction. To understand the social interaction between guidance and occupational education in specific school situations, we must understand the perceptions of those concerned regarding the social functions that public school occupational guidance performs.

Hopefully, this investigation will be of value to the educational system by furnishing information which might be used to: (1) understand and improve the relationships between educational groups, (2) assist counselors and occupational educators in understanding their roles, (3) give other occupational groups a clearer conception of the role of counselors relative to occupational education and the world of work, and

(4) provide implications for the pre-service and in-service education of counselors and occupational teachers.

Approach to the Problem

The general approach was to ask members of selected occupational groups within the public school what they believe the occupant of the guidance counselor position in their school should do about occupational education and the world of work. The expressed role expectations provided a basis upon which to measure role consensus between the guidance counselors and the other occupational groups within the public school social system. Then, the relationship of the degree of consensus on role expectations to selected elements of the secondary school social system was examined in an attempt to more fully understand the relationships between the groups.

Review of Literature

The concept "social role" has been extensively used as an analytical tool on both the individual level and the group and organizational level (Haas, 1964). At the individual level, the greatest attention has been focused on role strain and role conflict. At the group and organizational level, the major share of attention has been on the relationship of role to productivity or effectiveness. In this investigation, emphasis was centered upon role consensus between groups within an organization.

Consensus is generally used as a broad term that refers to the extent of agreement without specifying any content on which agreement or disagreement may exist. It is the extent to which two or more persons have similar conceptions of a role or roles. Groups could not achieve their goals, or even continue to exist, if the members did not have some agreement on "who should do what."

It appears that only a relatively few studies have concentrated on consensus; as Gross, Mason, and McEachern (1958) have pointed out, most role theorists have assumed that the actors in a social system agree on expectations. Gross, et al., (1958) stress this point by devoting an entire chapter to it in the book reporting their study of the school superintendent's role--a chapter entitled "The Postulate of Role Consensus."

Perhaps the most extensive recent study of problems related to consensus on role definition, conformity to expectations, and role conflict resolution is this investigation by Gross, Mason and McEachern (1958). They examined in detail the agreement or disagreement between two sets of role definers, incumbents of the superintendency position, and incumbents of the school board position.

Two forms of consensus were investigated in this 1958 study: intraposition and interposition. Agreement among incumbents of a position on the expectations which apply to that position is intraposition consensus. An example from the study would be the extent to which superintendents agreed on the expectations they held for their own roles. Interposition consensus pertains to the agreement of incumbents and their role partners (other interacting position incumbents) on the expectations that apply to either position. A measure of interposition consensus was the extent to which superintendents and school board members agreed on the expectations attached to the role of the superintendent as well as on those attached to the role of the school board member.

Results obtained from comparing incumbents of the same position in different schools showed that consensus varied with (1) the content of the role expectation, (2) the degree of similarity in social backgrounds of the position occupants, and (3) the extent to which position incumbents belonged to organizations of the same or different sizes. Interaction among school board members was greater when they held similar expectations for their position.

On a majority (63 percent) of the role definition items used in the analysis of the distribution of expectation responses of school board members and superintendents, significant differences were found between the two groups. Interposition consensus between the two groups was not associated with similarity of background or the amount of interaction. One possible explanation for this lack of association could be that the superintendent is oriented toward other professionals in defining role expectations for this position and those of board members.

Thomas (1959) compared the role conceptions, the degree of role consensus, and the quality of work of welfare workers in different sized organizational units of a state welfare department where the objectives and the formal requirements for the performance of roles were the same throughout the organization. He related role conception variables to size of organization in an attempt to ascertain the extent to which the size of an organization facilitates or impedes efforts of the organization to attain its formally stated objectives.

Thomas (1959) found that workers' conceptions of their roles differed according to the size of the welfare office. There was greater role consensus between the worker and his supervisor about the importance of functions that workers perform, greater breadth of role conception, and higher ethical commitment in the smaller units. Thomas concluded that the fact that role consensus was greater in smaller bureaus may indicate greater cohesion of the primary groups and readier acceptance of the goal to provide service.

Julian (1964), in studying the roles of the doctor, the registered nurse, the practical nurse, and the patient in a tuberculosis sanitarium, discovered that, through the data were not in complete accord, they supported for the most part the following three hypotheses: (1) the greater the training and preparation for a role, the greater will be the agreement among position occupants on their role and that of role partners; (2) both intraposition and interposition consensus should vary according to the specificity with which the organization defines roles; and (3) the position occupants who have the greatest communication and contact as determined by the organization of the social system should have the highest interposition consensus.

Theoretical Orientation

Introduction

From the inception of this study, it was obvious that the guidance counselor may be subject to many stresses in his work situation, for the public school is a complex and changing social system composed of several occupational groups whose activities are structured by a vast network of formal and informal social relationships at the national, state, and local levels. Guidance counselors in many schools are expected to perform a wide range of duties--from counseling with students with behavioral problems and those in academic difficulty to working with those with personal and social handicaps and providing information to seniors on entrance requirements and on scholarships available from colleges and universities. Just how much and what type of effort the counselor is expected to devote to occupational guidance is not clear.

These conditions point to a need for a theoretical framework within which the occupational guidance role of the counselor could be analyzed. General role theory has been utilized in various ways to examine the social behavior of a single actor or groups of actors and to ascertain the degree and sources of role strains within the occupational structure. One of the structural role models developed by Gross and his associates (1958), the position-centric model, appeared to provide an effective method for gathering data concerning the relationships between several positions within the public secondary school. A framework for summarizing and analyzing the collected data in a social system context was deemed desirable for this research.

That the public school is a complex social system has been emphasized. It was assumed here that the behavior of an individual in his profession is the consequence of the various expectations and pressures brought to bear upon him in the social system in which he works, as well as the results of his training and the conception of "correct" behavior that he brings to his position (Marsh, 1966). Loomis and Beegle (1957) contend that an effective understanding of group life and of groups experiencing change would be difficult, if not impossible, without consideration of the relevant social systems, the elements comprising them, and the important processes involved in change.

All members of a person's work situation depend upon his performance in some fasion; they are rewarded by it, judged in terms of it, or require it in order to perform their own tasks. Because they have a "stake" in his performance, they develop beliefs and attitudes about what he should do and should not do as part of his role (Katz and Kahn, 1966).

Overview of Orientation

This investigation was cast in a theoretic framework developed from a combination of one approach to role analysis presented by Gross and his associates (1958) and selected aspects of the social systems analytical scheme formulated by Loomis (1960). Such a procedure appeared to provide a useful framework for this attempt to analyze and account for the perceptions held by various groups within the social system of the high school of the occupational guidance behavior of public school guidance counselors.

A position-centric role model depicting the relationships between the focal position of guidance counselor to several counter-positions on the faculty of the secondary school was utilized. From the empirical application of this model, data were assembled for the analysis of the relationship of several elements of the social system to role consensus.

The Social System Concept

An analytical review of social system theory was not one of the objectives of this study. Yet, a brief review of some of the concepts and properties of social systems and an indication of their relationship to the public school as it is viewed as a social system seemed appropriate, since the study utilizes a social system analytical scheme.

In The Social System, Parsons (1951) defines a social system as a system of interaction of a plurality of individual actors oriented to a situation and with a commonly understood system of cultural symbols. For Parsons (1951), the participation of an actor in a patterned interactive relationship is, for many purposes, the most significant unit of the social system.

One conceptual model that has enjoyed widespread use in analyzing social organization in terms of social systems is Charles P. Loomis' model of social systems. Loomis (1960) enumerated the elements (the units of social interaction) and the processes that articulate the elements of a social system. He contends that these are important points for the investigator of any social system to study. In all social systems (Loomis, 1960, p. 5) ". . . the elements that constitute it as a social system and the processes that articulate it remain the same."

The High School as a Social System

The social system concept helps one understand that certain human groups are systems whose parts are interdependent and interlinked with one another through mutual dependencies. The prerequisites for a social system are two or more people in interaction directed toward attaining a goal and guided by patterns of structured and shared symbols and expectations.

The school may be viewed as a social system in much the same manner as the church, the family, or other institutions. Like these institutions, the school has a distinctive sub-culture of its own--a complex set of beliefs, values, traditions, and ways of thinking and behaving. In addition to its own sub-culture, the school has a unique social organization. Within the school there develops a pattern of social relations that persists through time, remaining fairly constant even with changes in occupants of the positions within the school.

The social system of the high school may be considered to have a number of sub-systems. In discussing the school as a social system, Goslin (1965) described three sub-systems of relationships that included (1) the highly influential classroom system involving teacher-student relationships, (2) student sub-systems concerned with the relationships among members of the student body, and (3) those aspects of the larger system pertaining to relations among the school staff.

In the same way that the role of the students is influenced by the social structure of the student body, the relationships among the faculty members are affected by their participation in a sub-system that extends beyond the classroom. The formal organizational structure of the school and the network of informal relationships established by the staff during daily interaction give rise to this sub-system within the larger social system of the high school. It was this aspect of the social system of the high school that was of primary interest in this investigation.

Role Concepts

Introduction. The focus of this study was consensus on the expected performance of the occupational guidance function within the public school. An examination of the occupational guidance role expectations of incumbents of selected positions comprising a portion of the structure of the social system of the public high school was made. The use of role theory concepts was a major aspect of the investigation.

Position. The location in social space occupied by an individual engaged in reciprocal social relationships is the general idea conveyed by the term "position." Most role theorists accept the view that a position is an element or a part of a network or system of positions. It is a "unit of social structure."

Role. Sociologists generally use "role" to refer to situations in which interactions between individuals repeat themselves in a regular way over a period of time. They refer to an organized cluster of activities involving interaction that is structured and regulated by "expectations."

Though a number of writers have used "role" to refer to actual behavior, there appears to be a trend toward consensus concerning the term. Currently, sociologists seem to prefer using "role" to denote expected or normative behavior.

Analytical Framework

Introduction. To reach the objectives of this research, it appeared feasible to follow this procedure: first, ascertain the degree of consensus within the high school social system; second, utilize this measure as the dependent variable for investigating the possible association of selected factors with the extent of role consensus. The factors, independent variables whose association with role consensus was considered, were analyzed within a framework consisting of selected elements of the social system schema developed by Loomis (1960).

Role Consensus. That role consensus deserved utilization as a variable in propositions concerned with the functioning of social systems and individual social behavior was emphasized by Gross, et al., (1958). The phenomenon requires both theoretical and empirical examination.

Position has been defined as the location of an actor or class of actors in a system of social relationships. Most role theorists have indicated that a position is an element or part of a network or system of positions. Newcomb (1950) and Gross, et al., (1958) have emphasized that as a part of a system of positions, no one position has any meaning apart from the other positions to which it is related. Thus, to study a particular position or a set of expectations applied to the incumbent of that position, the investigator must focus on one position and specify the other positions relevant to his analysis.

Within the high school, occupational guidance is generally allocated to the guidance counselor position. Though the primary responsibility for this function is delegated to this position, incumbents of a number of positions within the school system at times are expected to and do provide occupational guidance.

The relationship of the focal position, guidance counselor, to three other positions--principal, vocational education teacher, and general education teacher--was studied in terms of the position-centric model. In a position-centric model (Gross, et al., 1958), the relationships between a focal position and several other positions are analyzed, but there is no consideration of the relationships among the other positions (relationships not involving specifically the focal position). A diagram of this model is shown in Figure 1.

Ascertainment of the degree of agreement on role expectations was the basic research interest. Are the occupational guidance expectations held by the incumbents of the three counter-positions different from those held by the incumbents of the counselor position? To what extent do principals, general teachers, and vocational teachers agree with

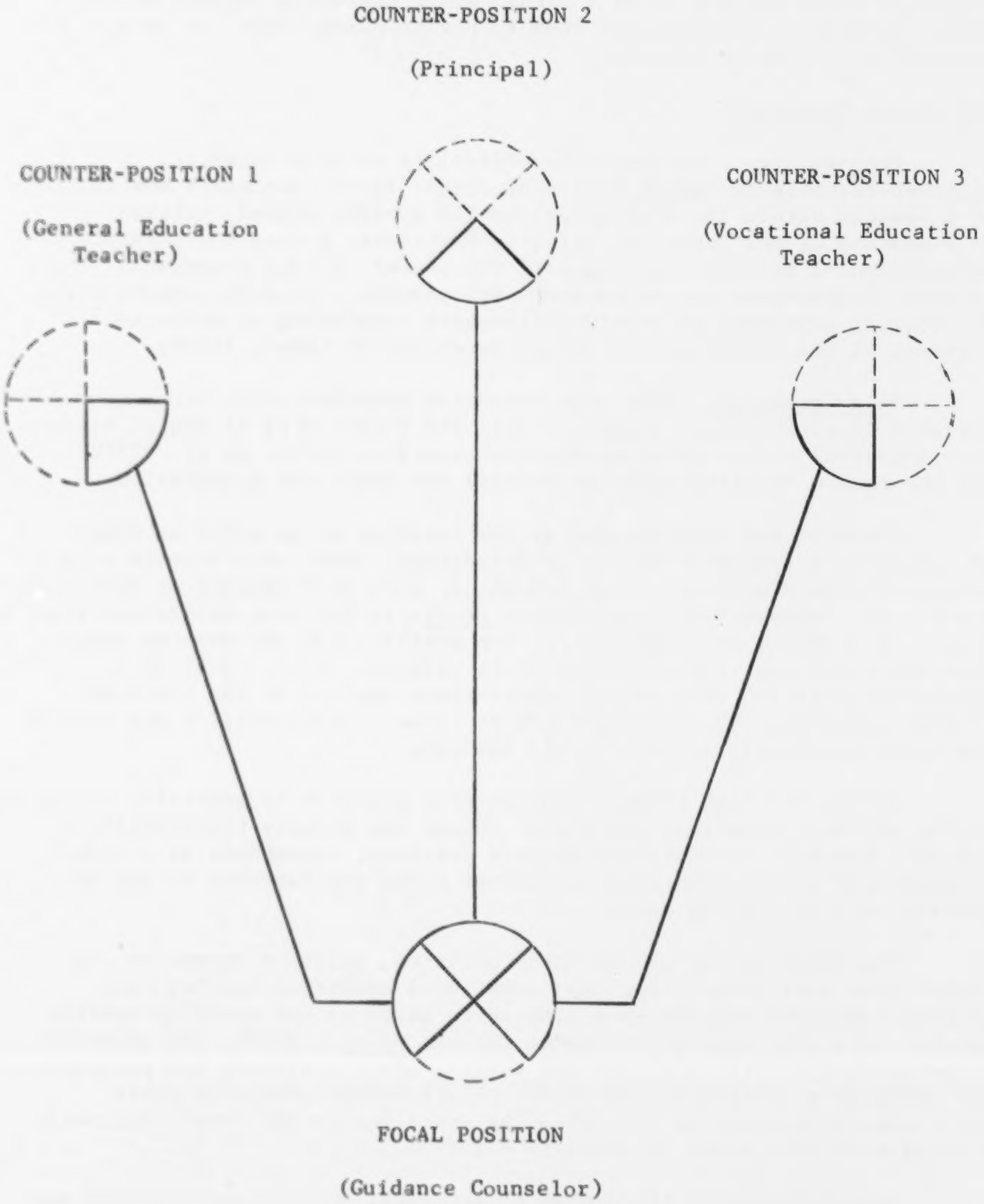
COUNTER-POSITION 2
(Principal)
COUNTER-POSITION 1
(General Education Teacher)
COUNTER-POSITION 3
(Vocational Education Teacher)
FOCAL POSITION
(Guidance Counselor)

Figure 1. Position-centric model

the counselors? As depicted in Figure 1, the incumbents of the focal position, the guidance counselor, provided the base for measurement of agreement as to role expectations.

Elements of a Social System. Loomis and Beegle (1957) formulated and Loomis (1960) and Bertrand (1967) have refined or added to a schema of analytical elements and processes of a social system. The schema is generally referrred to as Loomis' model of a social system. These concepts--elements and processes--can be employed as units of analysis in examining a social system or specific aspects of the system. At present, ten elements and six processes are included in the schema. Practical consideration prevented the utilization of all the relevant elements and processes in this project. Only those elements deemed most pertinent to the problem were used.

The elements with which this study was concerned are: ends (goals), facilities (means), norms, sanctions, rank, power, and sentiment (values and attitudes). Each of these concepts is briefly defined in general terms, followed by an indication of how it might be related to role consensus concerning the occupational guidance role of the public school guidance counselor. These elements may be perceived as factors that are related to the expectations held by the faculty concerning this role.

Ends - (goals or objectives). The ends (goals or objectives) are the purposes that the members of a social system expect to accomplish through their interaction in that system. The pertinent goals in this study are the ends or goals of occupational guidance and occupational education. If the incumbents of a selected position differ in their awareness or understanding of the objectives of occupational education or occupational guidance, it appears reasonable to assume they would also vary in their definition of the role of occupational guidance.

Facilities. Facilities are the means used by the system to attain its ends or goals. For the high school, facilities involve equipment, money, personnel, activities, and other school resources. The adequacy of means available to the system may affect conceptions of roles as well as role behaviors.

Norms. Norms are the rules or guiding standards that indicate what is required or acceptable behavior for the members of the system. For occupational education and guidance, the educational bureaucracy has specified standards for numerous aspects of all types of programs, including enrollment, activities, and content. The norms established in a specific school should have some influence upon the relationships of incumbents of positions for whom these norms provide guides for action.

Sanctions. Sanctions are the rewards and penalties used by the members of a social system to motivate other members to conform to the norms of the system regarding both ends and means. They are the potential satisfaction-giving or depriving mechanisms at the disposal of the system.

Social acceptance or rejection may be employed by members of the social system to sanction others. One indicator of this acceptance or rejection is the frequency of interaction between the members. Frequent interaction between the incumbents of two positions should influence the expectations these individuals hold for each other.

Rank. As an element of social systems, rank can be understood as "social standing." Position and role relationships determine rank. In a social system, each position incumbent is constantly evaluating the other actors and their rank relative to his own. If incumbents of a school position disagree on the rank of various school positions, it is likely that they might also disagree on the importance and content of the behavioral expectations associated with these positions.

Power. Power is the ability to influence or control the behavior of others. The perceptions of the power associated with a position held by the incumbents of the position were believed to be a factor related to role expectations.

Sentiments. Sentiments refer to how the members of the social system feel about things, events, and places. They are the normative feelings, including attitudes, the members have about the phenomena in their surroundings.

The attitudes the counselor holds concerning occupational education may be closely associated with his perceptions of his role and may affect the perceptions others in the system hold concerning the role of the counselor.

Summary of Social System Model. The social system analytical framework used for analyzing role consensus concerning the occupational guidance role of the counselor in the public high school social system is presented in Figure 2. The elements studied are shown in the left column of the figure. Each of these elements was considered to be a factor related to role consensus. The research question to be answered was: Is there an association between the selected indicants of the elements of the school social system and role consensus?

Hypotheses

This study has two general hypotheses; one concerns the degree of role consensus within the public secondary school relative to the occupational guidance role of the guidance counselor, and the other suggests explanatory variables that could provide insight into the existing consensus.

These two general hypotheses are:

A. Expectations held for the occupational guidance role of the public school guidance counselor vary between selected occupational groups of the public secondary schools.

Social System Analysis

Independent Variables: Factors related to role consensus regarding the occupational guidance role of the public high school guidance counselor	Dependent Variable
Elements	
1. ENDS OR GOALS	ROLE CONSENSUS
2. FACILITIES OR MEANS	REGARDING THE
3. NORMS	OCCUPATIONAL
4. SANCTIONS	GUIDANCE ROLE
5. RANK	OF THE
6. POWER	PUBLIC HIGH SCHOOL
7. SENTIMENT, INCLUDING ATTITUDES	GUIDANCE COUNSELOR

Figure 2. Analytical Framework

B. The group differences in the expectations held pertaining to the occupational guidance role of the public school guidance counselor are related to the elements of the school social system.

Each of the general hypotheses suggests several sub-hypotheses. Within the scope of the first general hypothesis, the following hypotheses were formulated:

1. The expectations regarding the occupational guidance role of the school counselor held by the principal differ significantly from the expectations held by the counselor.

2. The expectations regarding the occupational guidance role of the school counselor held by the general teachers differ significantly from the expectations held by the counselor.

3. The expectations regarding the occupational guidance role of the school counselor held by the vocational teachers differ significantly from the expectations held by the counselor.

For examination of the second general hypothesis, the following specific hypotheses were developed:

4. Consensus on occupational guidance role expectations between the counselor and the principal, between the counselor and general teachers, and between the counselor and vocational teachers is related to the occupational goal orientation of the counselor.

5. Consensus on occupational guidance role expectations between the counselor and the principal, between the counselor and general teachers, and between the counselor and vocational teachers is related to the size of the school unit.

6. Consensus on occupational guidance role expectations between the counselor and the principal, between the counselor and general teachers, and between the counselor and vocational teachers is related to the professional isolation of the counselor.

7. Consensus on occupational guidance role expectations between the counselor and the principal, between the counselor and general teachers, and between the counselor and vocational teachers is related to the professional education of the counselor.

8. Consensus on occupational guidance role expectations between the counselor and principal, between the counselor and general teachers, and between the counselor and vocational teachers is related to the type of counselor in the school.

9. Consensus on occupational guidance role expectations between the counselor and the principal, between the counselor and general tachers, and between the counselor and vocational teachers is related to the number of students per counselor in the school unit.

10. Consensus on occupational guidance role expectations between the counselor and the principal, between the counselor and general teachers, and between the counselor and vocational teachers is related to the frequency of interaction between the counselor and the other groups.

11. Consensus on occupational guidance role expectations between the counselor and the principal, between the counselor and general teachers, and between the counselor and vocational teachers is related to the social ranking of selected educational positions in the school as perceived by the counselor.

12. Consensus on occupational guidance role expectations between the counselor and the principal, between the counselor and general teachers, and between the counselor and vocational teachers is related to the perceptions held by the counselor of the power associated with the guidance counselor position.

13. Consensus on occupational guidance role expectations between the counselor and the principal, between the counselor and general teachers, and between the counselor and vocational teachers is related to the attitude of the counselor toward occupational education.

CHAPTER II

RESEARCH METHODS

Sampling Plan

The study population was composed of selected faculty groups--administrators, counselors, general teachers, vocational teachers--of all North Carolina public high schools that had both guidance and occupational education personnel. A stratified random sample of all North Carolina public high schools was utilized. Size of schools in terms of student enrollment was the basis of stratification. All the public high schools in the state were classified according to the following enrollment-size categories: 0-300, 301-600, 601 and up.

Using a table of random numbers, a 15 percent sample of all schools within each size group was selected. Ninety schools, 30 from each size group, were included in the sample.

Size was postulated as a classification factor because a 1965 study entitled "Status Study of Counseling Service in North Carolina Public Schools," conducted by the Guidance Services Section of the North Carolina State Department of Public Instruction, revealed that within North Carolina, size and student councelor ratio are associated. It was believed that stratification by size would give a representative sample for several other independent variables of the study also. Some of these variables are professional education of the counselor, professional isolation of the counselor, and frequency of association between counselors and other educators.

From the "Directory, Guidance Personnel, 1967-1968" (1967), published by the Guidance Services Section, Division of Vocational Education, North Carolina State Department of Public Instruction, it was ascertained that 62 of the 90 schools in the stratified random sample for the group research effort had at least one individual devoting at least one-half of his time to guidance activities of the school. Reports secured from the Vocational Division of the North Carolina State Department of Public Instruction indicated that all of these schools had at least one vocational education teacher. Thus, these 62 schools were the sample for this study.

Consensus between the counselor and the other selected faculty groups within these schools regarding the occupational guidance role of the school counselor was the central focus of the study. Consequently, representation from all groups within each school was needed. Securing responses from the principal, a counselor, a vocational teacher, and a general teacher for group representation within each school was considered in the earlier planning for the study. For a number of reasons, it was apparent that this procedure would not give a desirable representation of all the groups involved. To obtain a more appropriate representation of group opinions relative to the occupational guidance activities expected of the incumbent of the public school guidance position, it was decided that responses would be secured from the principal, a counselor in the school devoting at least half-time to counseling, a respondent from each vocational education area offered by the school, and a proportional number of general education faculty members. Approximately 10 percent of the total number of general education teachers on the school staff were included in the survey according to the following procedure: 0-10, general education teachers, 1 respondent; 11-30, 3 respondents; 31-50, 4 respondents; 51 and up, 5 respondents.

Respondents representing the general education faculty and the areas of vocational education having more than one faculty member were selected by the principal as representative of faculty opinion for these areas.

Variables

Dependent Variable: Role Consensus

For this study, role was defined as a set of expectations applied by selected members of the school faculty to an incumbent of a position--the public secondary school guidance counselor. The set of expectations were those pertaining to occupational guidance. The occupational guidance role, then, was what was expected of the guidance counselor in terms of occupational guidance.

Role consensus was defined as the extent to which selected members of public secondary school faculties agreed on the occupational guidance role of the guidance counselor. Intergroup consensus (interposition consensus) between the counselors and other groups in the schools was the type of role consensus investigated in this research.

Independent Variables: Social System Elements Indices

As previously indicated, the independent variables examined in this study were ones that were considered to be indicants of the elements of the secondary school social system. One or more indicants of the selected elements (shown in parentheses beside the variable number) along with the method of measurement used for these variables are given below.

Variable 1 (Goals). Occupational education goal orientation of the counselor. This variable was assessed by the responses of counselors regarding the purpose of vocational education at the secondary school level.

Variable 2 (Facilities). Size of the school. Size was the total student enrollment in grades 9 through 12 as of September, 1967. Three size categories--0-300, 301-600, and 601 and up--were used.

Variable 3 (Facilities). Professional isolation of the counselor. The measure of this variable was whether there was one or more than one nonadministrative staff member in the school who devoted at least one-half of his efforts to guidance activities in the school.

Variable 4 (Facilities). Professional education of the counselor. Certification by the North Carolina Department of Public Instruction was the criterion for the determination of this variable.

Variable 5 (Facilities). Type of counselor. Counselors were classified as either full-time or part-time, depending upon whether they were performing other school duties, such as teaching, in addition to counseling.

Variable 6 (Norms). Student-counselor ratio. The number of secondary school students per counselor in the school provided the data for investigation of this variable.

Variable 7 (Sanctions). Interaction between incumbents of counter-positions and the counselor. The reported frequency of specific types of discussions between the two interacting individuals or groups during the current school year was used to operationalize this variable.

Variable 8 (Rank). Social rank perceptions of the counselor. The ranking of selected positions in the educational system by the counselor was the means of measuring this variable.

Variable 9 (Power). Perceptions of the counselor of the power associated with the counselor position. Perception by the counselor of the degree to which movement from a teaching position to one of guidance affects the power of the individual within the school system was the indicant used for this variable.

Variable 10 (Sentiment). Attitude of the counselor toward occupational education. An attitude scale was utilized to measure the attitude of the counselor toward occupational education.

Data Collection Instruments

To obtain data for the measurement of the selected variables of the study and for the analysis of the relationships among these variables, forms were developed for obtaining two primary types of data--the occupational guidance role expectations of the four groups and measures of the elements of the high school social system.

In order to ascertain the degree of agreement on the occupational guidance expectations held for an incumbent of the guidance counselor position within a specific school, it was necessary to specify some possible expectations for the occupational guidance role of the counselor.

An intensive review of the pertinent literature was made to obtain a comprehensive list of the role expectations held by various groups of guidance counselors. Texts, periodicals, research abstracts and publications, and local and state guidance materials were examined.

This minutely detailed listing of expected activities was presented to the head of the Guidance Section of the North Carolina Department of Public Instruction and to counselor educators at North Carolina State University for their evaluation in terms of what might be expected of the local guidance counselors. Several members of the staffs of the Center for Occupational Education and the Department of Sociology and Anthropology at North Carolina State University reviewed the statements, offering numerous suggestions for the improvement of the clarity and wording of the activities listed. A field pretest involving four schools and 20 respondents was conducted for further refinement of the instrument.

As Haas (1964) reports, the problem of estimating the validity of an instrument such as the role expectations one developed is very difficult. The following face validity checks were used:

1. judgment of the relevance of each item by the counselor educators and state supervisor; and

2. pretest results.

The counselor educators and state supervisor were given two forms containing the original pool of items and instructed to respond to the items as stated on one form and to comment on the pertinence of each item on the other form. The 20 pretest respondents were given similar instructions. They were requested to examine each item and indicate whether it dealt with an expectation they conceived to be part of the occupational guidance role of the counselor. A similar procedure was followed in developing that portion of the forms designed to provide measures of the high school social system.

In addition, the section of the instruments prepared to ascertain the attitude of the counselor toward vocational education was administered to 18 seniors in vocational education at North Carolina State University for validation of the attitude scale by the "known-group" technique. Goode and Hatt (1952) indicate that one means of validating an attitude instrument is to use "known-groups"--groups known to have a specific attitude toward the subject under consideration. The attitude scale gave the expected differentially favorable response with these seniors.

Three forms were devised--one for the principal, one for the counselor, and one for the teachers. Copies of these forms are included in the Appendix. All three contain the 60 occupational guidance role expectations. Questions designed to obtain measures of the high school social system were included in the general information data sheets of all three forms and in the form for the counselor. These additional questions for the counselor were for securing responses to such queries as: What do you believe that the purpose and scope of vocational education at the secondary school level should be? What power in the high school social system do you associate with the counselor position? What are your views regarding vocational education?

Thus, the forms utilized in this research were prepared to provide data on the occupational guidance role expectation of the respondents and on the elements of the high school social system.

Data Collection Procedures

Securing responses from all groups within all schools in the sample was the objective of the data collection procedures. Hence, repeated visits to the selected schools, which permitted independent, unhurried, individual completion of the forms, were deemed an appropriate procedure to use in data collection.

The researcher visited each school and explained to the principal the purpose of the study, the anticipated use of the data, the study procedures, and the assistance desired from the school. Survey forms were left with the principal for distribution to the selected staff members. The following week the researcher returned to the school to collect the completed forms and to obtain reaction to and comments on the research. Data was obtained from 61 of the 62 schools in the sample.

Data Analysis

Consensus

Respondents were asked to indicate how they felt about whether a guidance counselor in their school should or should not do the things described by the 60 role expectation items. They were requested to respond to each of the items in terms of the following five categories--"must," "preferably should," "may or may not," "preferably should not," and must not." These five categories of responses were scored as follows: "Must," one; "preferably should," two; "may or may not," three; "preferably should not," four; and "must not," five. Where there was more than one teacher in a group, the mean response to each item was computed and used in the group analysis. The item responses of each of the counter-groups were compared with those of the counselors to assess consensus.

The design of this portion of the study was a three-factor mixed design. The factors are positions, role expectation items, and schools. Included in the study were four positions, 60 items, and 61 schools. There was only one observation in each position-item cell. The position-centric model (see Figure 1) utilized for the study provided the framework for examining the relationship of one position to each position in a series of counter-positions. In accordance with this model, three separate tests of group consensus were made--counselors-principals, counselors-general teachers, and counselors-vocational teachers. Each test compared the responses of the incumbents of one counter-position with the item responses of the incumbents of the counselor position.

The key-out of the analysis of variance of these three tests is:

Source of Variation	Df
Total	7319
School (S)	60
Positions (P)	1
S x P	60
Items (I)	59
S x I	3540
P x I	59
S x P x I	3540

The hypothesis tested in the counselors-principals comparison was that the mean of the item responses of the counselors when averaged over 61 schools and 60 items is the same as the mean of the group with which it is being compared. The hypothesis was tested by the S x P interaction term. The test statistic is the F statistic, and the critical region is the theoretical values of F with 1 and 60 degrees of freedom at the .05 level of significance.

Independent Variables and Consensus

The design of this portion of the study was a nested four-factor design. The factors were (1) selected independent variables, (2) schools, (3) positions, and (4) items. The schools are nested within the independent variables.

The relationship of ten variables to the role expectations item responses of counselors and principals, counselors and general teachers, and counselors and vocational teachers were examined, and the data were analyzed by the analysis of variance. For example, the relationship of the independent variable size of school and the item responses of counselors and principals was tested. The test was repeated for counselors and general teachers and for counselors and vocational teachers. The 61 schools were nested within three size groups--small, medium, and large. A key-out of the analysis of variance for this particular test follows:

Source of Variation	Df
Total	7319
Size (S)	2
Schools within size (R)	58
Position(P)	1
P x S	2
P x R	58
Items (I)	59
S x I	118
R x I	3422
P x I	59
S x P x I	118
R x P x I	3422

The hypothesis tested was that there was no interaction between size of school and position. The position by school within size source of variance was utilized as a source of error to test this hypothesis. The test statistic was the F statistic, and the critical region was the theoretical values of F with 2 and 58 degrees of freedom at the .05 level of significance.

CHAPTER III

THE ANALYSIS OF DATA AND FINDINGS

Role Consensus Analysis

It was anticipated that the perceptions of counselors regarding the occupational guidance activities of the incumbent of the counselor position would differ from those of the principals, general teachers, and vocational teachers. In the analysis of consensus the focus of interest was on the expectations of the 61 principals, the 61 counselors, the 188 general teachers, and the 192 vocational teachers as four distinct occupational groups. Here attention was centered upon the agreement or disagreement between four state-wide sets of role definers.

The model upon which this investigation was based (Figure 1) shows that comparisons were to be made between the three counter-positions (principal, general teacher, and vocational teacher) and the focal position (guidance counselor); consequently, specific hypotheses one, two, and three were formulated according to this model.

Hypothesis 1. The expectations regarding the occupational guidance role of the school counselor held by the principals differ significantly from the expectations held by the counselors.

The analysis of variance of the occupational guidance role item responses of counselors and principals is shown in Table 1. The null hypothesis being tested in this analysis is that there is no difference in the responses of counselors and principals, or that the means of the two populations are equal.

Table 1. Analysis of variance of the occupational guidance role item responses of counselors and principals

Source of Variation	Degrees of Freedom	Sum of Squares	Mean Square	F	Error Term
Schools	60	487.32	8.12		
Positions	1	4.38	4.38	.77	(A)
Items	59	1620.35	27.46	55.75[a]	(B)
School x position (A)	60	341.39	5.69		

Table 1, continued

Source of Variation	Degrees of Freedom	Sum of Squares	Mean Square	F	Error Term
School x item (B)	3540	1743.97	.49		
Position x item	59	51.83	.88	2.31[a]	(C)
School x position x item (C)	3540	1347.90	.38		
Total	7319	5597.12	.76		

[a] $p < .05$

The resulting F value of .77 indicated that there was no significant difference between the responses of the counselors and principals, for the F value of .77 at the .05 level was outside the critical region of F for one and 60 degrees of freedom. Hence, there was no significant difference between the means of the two groups. Thus, Hypothesis 1 could not be accepted.

Hypothesis 2. The expectations regarding the occupational guidance role of the school counselor held by the general teachers differ significantly from the expectations held by the counselors.

Hypothesis 3. The expectations regarding the occupational guidance role of the school counselor held by the vocational teachers differ significantly from the expectations held by the counselors.

Data relative to these hypotheses are given in Table 2 and Table 3.

Table 2. Analysis of variance of the occupational guidance role item responses of counselors and general teachers.

Source of Variation	Degrees of Freedom	Sum of Squares	Mean Square	F	Error Term
Schools	60	280.89	4.68		
Positions	1	16.77	16.77	5.33[a]	(A)

Table 2, continued

Source of Variation	Degrees of Freedom	Sum of Squares	Mean Square	F	Error Term
Items	59	1595.27	27.04	85.74^a	(B)
School x position (A)	60	231.81	3.86		
School x item (B)	3540	1114.84	.31		
Position x item	59	61.36	1.04	3.65^a	(C)
School x position x item (C)	3540	970.56	.27		
Total	7319	4271.51			

$^a p < .05$

The results were not the same when comparisons were made between the teachers (general and vocational) and the counselors. It was expected that the responses of the general teachers and the vocational teachers would not correspond as closely to the counselors responses as did those of the principals.

The F value of the comparison of general teachers and counselors was 5.33 (Table 2), and the F value for the vocational teachers-counselors comparison was 6.33 (Table 3). Both were significant at the .05 level. The hypothesis of the tests was that there was no difference in the responses of the groups. Since the resulting F values were in the critical region, this null hypothesis could not be accepted, leading to an acceptance of Hypothesis 2 and Hypothesis 3.

Table 3. Analysis of variance of the occupational guidance role item responses of counselors and vocational teachers.

Source of Variation	Degrees of Freedom	Sum of Squares	Mean Square	F	Error Term
Schools	60	263.16	4.39		
Positions	1	19.81	19.81	6.33^a	(A)
Items	59	1697.49	28.77	89.43^a	(B)

Table 3, continued

Source of Variation	Degrees of Freedom	Sum of Squares	Mean Square	F	Error Term
School x position (A)	60	215.38	3.59		
School x item (B)	3540	1108.50	.31		
Position x item	59	55.44	.94	3.21[a]	(C)
School x position x item (C)	3540	1037.98	.29		
Total	7319	4397.76	.60		

[a] $p < .05$

Analysis of Responses to Items

The values associated with the responses for summarizing the data were: "must," one; "preferably should," two; "may or may not," three; "preferably should not," four; and "must not," five.

The mean response to the 60 role expectations items was 1.86 for principals, 1.81 for counselors, and 1.92 for general and vocational teachers (Appendix Table 1). The mean response of the counselor was below that of the other three groups. Thus, when averaged over the 60 items, the counselors saw these specific activities as slightly more relevant to the occupational guidance role than to the other segments of the public secondary school faculties.

Though the absolute numerical differences in the mean responses (0.05, 0.11, 0.11) of the four groups to all items were relatively small, there was a statistically significant difference between the responses of the counselors and the general and vocational teachers (Tables 2 and 3). Hence, to gain additional insight about group responses, it appeared desirable to explore the variation in responses of the four groups to individual items.

One procedure for accomplishing this was to adjust the mean responses to each item of a particular group by subtracting from each item the difference between the mean of the 60 items for that group and the corresponding mean of the counselor group. For example, the difference between the means of the counselor group and the principal group--.05 (1.86-1.81)--was subtracted from the mean response to each item of the principal group. This technique would give the same mean (1.81) for the 60 items for both groups. Any remaining variation in the responses to specific items could be considered due to item effect and to interaction across groups. Information concerning this variation in responses can be gained by inspecting the profile of responses across groups shown in Table 4.

In summarizing the data for Table 4, the adjusted item mean for the relevant group was subtracted from the item mean of the counselors. A minus difference indicates that the item mean for the counselors exceeded that of the contrast group, and a plus difference indicates that the item mean of the counselors was less than that of the group with which it was being compared.

Of interest was the uniformity of the pattern of responses of the three counter-groups when compared with those of the counselors. Were the differences found on a specific item in the same direction (plus or minus) for the three groupings: counselor-principal, counselor-general teachers, counselor-vocational teacher? On 34 of the 60 items, the mean item responses of the three groups (principals, general teachers, and vocational teachers) exhibited this characteristic. All three group mean item responses for each of these 34 items either exceeded or were below those of the counselor.

Using a difference of 0.20 as a rough measure of the spread between the mean item response of counselors and that of one of the counter-groups, it was found that such a difference existed between counselors and principals on 13 of the 60 items, between counselors and general teachers on 16 of the 60 items, and between counselors and vocational teachers on 18 of the 60 items.

The conclusion is that there was relatively little variation in the pattern of response of the principals, general teachers, and vocational teachers when their responses to individual items were compared with the individual item responses of the counselors.

Independent Variables and Consensus

The determination of the relationship of ten selected variables, indicants of the secondary school social system elements, to the degree of consensus between incumbents of each of the three counter positions--principal, general teacher, and vocational teacher--and the incumbent of the guidance counselor position was the second major interest of the study. Hypotheses were formulated concerning the relationship of each of the ten variables to consensus within the three groupings--counselor-principal, counselor-general teachers, counselor-vocational teachers. The findings relative to the relationship of the ten independent variables and the similarity of the role item responses of the three position groupings are presented in this section.

All the hypotheses stated that there was a relationship between the relevant variables and consensus. Consensus has been defined in this study as the extent to which two individuals have similar conceptions of a role or roles. The analysis of variance statistical

Table 4. Differences in the mean responses of counselors and the adjusted mean responses of principals, general teachers, and vocational teachers by items.

Item	Difference by Groups Counselor-Principal	 Counselor-General Teacher	 Counselor-Vocational Teacher
1	-.35	-.33	-.28
2	-.03	-.03	-.05
3	-.03	-.06	-.02
4	-.30	-.39	-.36
5	+.04	-.29	-.24
6	-.20	-.38	-.32
7	-.18	-.23	-.13
8	+.12	+.03	-.01
9	+.07	-.05	-.08
10	+.14	+.03	-.08
11	+.17	.00	-.13
12	+.15	+.08	.00
13	+.18	+.10	+.16
14	.00	+.06	+.18
15	.00	+.09	+.15
16	+.15	-.03	+.11
17	-.29	-.37	-.27
18	-.18	+.02	-.08
19	.00	+.04	.00
20	-.02	-.04	+.06
21	-.05	+.02	+.04
22	-.08	+.03	+.05
23	-.02	+.08	-.19
24	+.09	+.13	-.05
25	+.25	+.20	+.29
26	+.11	+.11	-.05
27	+.17	+.14	+.05
28	+.31	-.46	-.23
29	-.07	-.17	-.18
30	+.03	+.14	+.17
31	+.21	+.23	+.28
32	-.34	-.28	-.22
33	+.01	-.08	-.05
34	+.10	+.12	+.24
35	-.15	-.16	.00
36	+.18	+.15	+.16
37	-.13	-.05	+.04
38	+.22	+.13	+.15
39	+.36	+.38	+.37
40	-.16	-.23	-.26
41	-.19	-.14	+.08

(Table 4, continued)

Item	Difference by Groups Counselor-Principal	Counselor-General Teacher	Counselor-Vocational Teac
42	+.16	+.20	+.27
43	-.07	+.23	+.11
44	-.06	+.11	+.13
45	-.28	-.18	-.07
46	+.05	+.09	+.13
47	+.01	+.02	+.03
48	+.08	+.12	+.14
49	-.15	-.07	-.13
50	+.20	+.23	+.32
51	+.27	+.35	+.30
52	+.08	-.05	+.09
53	-.18	+.10	+.03
54	+.18	+.29	+.14
55	+.09	+.07	-.01
56	-.18	-.17	-.25
57	-.17	-.18	-.21
58	+.08	+.12	+.03
59	+.03	-.07	-.12
60	-.17	-.01	-.22

technique was utilized to assess the extent of association between the selected independent variables and consensus. Each of these tests involved the following four factors: (1) the independent variable, (2) schools, (3) items, and (4) positions.

The formulated hypotheses specifically contended that a relationsh existed between the independent variable and the similarity of role item responses of the three position groupings: counselor-principal, counselo general teacher, and counselor-vocational teacher. The appropriate test these specific hypotheses is a test for the interaction of the independen variable and position. Only that portion of each analysis of variance is presented in this section. The complete tests are given in the Appendix.

A significant interaction between these factors (independent variable and position) indicates that there is a relationship between these two factors. If there is no interaction, the conclusion is that there was no relationship between the independent variable and position.

Information on several of the independent variables was obtained from the counselors only. In the analysis of these variables, the role item responses of the groups were categorized by the counselor's perceptions of these variables.

Hypothesis 4. Consensus on occupational guidance role expectations between the counselor and the principal, between the counselor and general teachers, and between the counselor and vocational teachers is related to the occupational education goal orientation of the counselor.

The results of the analysis of variance to determine if there was a relationship between the purpose of vocational education at the junior high level, as perceived by the counselor, and position are presented below.

Table 5. Source of variance of purpose and position when the role item responses are categorized by the purpose of vocational education for the junior high student as perceived by the counselor.*

Source of Variation	Df	Sum of Squares	Mean Square	F
Counselors-Principals				
Purpose x position	2	.43	.22	.04
Position x school (purpose)	57	323.76	5.68	
Counselors-General Teachers				
Purpose x position	2	5.48	2.74	.71
position x school (purpose)	57	219.56	3.85	
Counselors-Vocational Teachers				
Purpose x position	2	.40	.20	.06
Position x school (purpose)	57	202.91	3.56	

*From Appendix Tables 2, 3, and 4.

Counselors were asked to indicate which of the following they believed to be the one major purpose of vocational education for the secondary school student at the junior high school level (grades seven, eight, and nine): (1) occupational preparation through general education only, (2) exploratory occupational education, (3) development of basic vocational skills, (4) job training for a specific occupation, and (5) job training for a family of occupations. Sixty of the 61 counselors responded to this question.

The conclusion was that there was no relationship between the purpose of vocational education for the student at the junior high level as perceived by the counselor and the degree of consensus between the counselor and the other educational groups studies. Hypothesis 4 was not tenable at the junior high level.

The counselors were asked to reply to the same question for the senior high student--grades ten, eleven, and twelve. Sixty counselors responded. The analysis of variance of the purpose of vocational education for the senior high student, as perceived by the counselor, and position is given in Table 6.

Table 6. Source of variance of purpose and position when the role item responses are categorized by the purpose of vocational education for the senior high student as perceived by the counselor.*

Source of Variation	Df	Sum of Squares	Mean Square	F
Counselors-Principals				
Purpose x position	4	15.76	3.94	.70
Position x school (purpose)	55	308.43	5.61	
Counselors-General Teachers				
Purpose x position	4	16.17	4.04	1.06
Position x school (purpose)	55	208.87	3.80	
Counselors-Vocational Teachers				
Purpose x position	4	8.01	2.00	.56
Position x school (purpose)	55	195.29	3.55	

*From Appendix Tables 5, 6, and 7.

The results of the F tests indicated that there was no evidence in the sample supporting the hypothesis that there is a relationship between the perceptions of the counselor of the purpose of vocational education for the senior high student and the extent of consensus between the counselor and principals, general teachers, and vocational teachers. The results provide no basis for the acceptance of Hypothesis 4.

Hypothesis 5. Consensus on occupational guidance role expectations between the counselor and the principal, between the counselor and general teachers, and between the counselor and vocational teachers is related to the size of the school unit.

Data were obtained from respondents in eight small schools (0-300 students), 25 medium schools (301-600 students), and 28 large schools (601 and up students). The findings concerning the relationship of the size of the school unit and position are shown in Table 7.

Table 7. Source of variance of size of school and position when role item responses are categorized by the size of the school.*

Source of Variation	Df	Sum of Squares	Mean Square	F
Counselors-Principals				
Size x position	2	1.34	0.67	.13
Position x school (size)	58	340.05	5.86	
Counselors-General Teachers				
Size x position	2	12.59	6.30	1.66
Position x school (size)	58	219.21	3.78	
Counselors-Vocational Teachers				
Size x position	2	10.15	5.08	1.43
Position x school (size)	58	205.23	3.54	

*From Appendix Tables 8, 9, and 10.

This table presents the source of variance by position of the role item responses of each of the three dyadic comparisions (counselors-principals, counselors-general teachers, counselors-vocational teachers) when the comparisons are made by size of school.

The results of all the tests--not significant F at the .05 level--lead to the conclusion that the sample data did not contain support for the hypothesis that size of the school unit is related to the extent of consensus between the counselors and the principals, general teachers, and vocational teachers on the occupational guidance role of the counselor. These findings confirmed the results of Lund (1962), who compared the perceptions of the ideal counselor role as held by teachers, principals, and counselors of Minnesota schools with a full-time counselor and concluded that size of the school was apparently not related to agreement between the principal and teachers of his school, nor between the principal and the counselors.

Hypothesis 6. Consensus on occupational guidance role between the counselor and the principal, between the counselor and general teachers, and between the counselor and vocational teacher is related to the professional isolation of the counselor.

The professional isolation of the counselor was determined by whether there was one or more than one counselor in the school. Wasson

(1964) concluded that expressed opinions of isolated counselors were more similar to those of teachers and administrators than were the opinions of nonisolated counselors. It was believed that for the occupational guidance role the results would be similar, that the presence of another counselor would tend to lead to less agreement between counselors and other position incumbents. Of the 61 schools surveyed, 46 had only one counselor, and 15 schools had two or more counselors. The results of analyses used to test Hypothesis 6 are presented in Table 8.

Table 8. Source of variance of the professional isolation of the counselor and position when role item responses are categorized by the professional isolation of the counselor.*

Source of Variation	Df	Sum of Squares	Mean Square	F
Counselors-Principals				
Isolation x position	1	1.12	1.12	.19
Position x school (isolation)	59	340.27	5.77	
Counselors-General Teachers				
Isolation x position	1	.06	.06	.01
Position x school (isolation)	59	231.75	3.93	
Counselors-Vocational Teachers				
Isolation x position	1	1.82	1.82	.50
Position x school (isolation)	59	213.56	3.62	

*From Appendix Tables 11, 12, and 13.

The findings of this study did not appear to confirm the findings of Wasson. Hypothesis 6 could not be accepted, for the analysis of variance indicated that there was no difference in positions by degree of professional isolation.

Hypothesis 7. Consensus on occupational guidance expectations between the counselor and the principal, between the counselor and general teachers, and between the counselor and vocational teachers is related to the professional education of the counselor.

Each counselor was asked to indicate whether he was certified in guidance by the North Carolina Department of Public Instruction.

Hypothesis 7 was based upon the belief that there would be a significant difference by position between schools with a certified counselor and schools whose counselor was not certified. In other words, it was felt that professional preparation for the position would influence the role perceptions of the counselor and, consequently, the extent of consensus between groups. Forty of the 61 counselors in the study reported that they were certified as counselors. Findings relative to this hypothesis are shown in Table 9.

Table 9. Source of variance of professional education of the counselor and position when role item responses are categorized by the professional education of the counselor.*

Source of Variation	Df	Sum of Squares	Mean Square	F
Counselors-Principals				
Certification x position	1	12.79	12.79	2.30
Position x school (certification)	59	328.61		
Counselors-General Teachers				
Certification x position	1	3.03	3.03	.78
Position x school (certification)	59	228.78	3.88	
Counselors-Vocational Teachers				
Certification x position	1	.13	.13	.04
Position x school (certification)	59	215.25	3.65	

*From Appendix Tables 14, 15, and 16.

The F values were all insignificant at the .05 level, indicating that the test hypothesis of no difference between positions in schools with certified counselors and schools with noncertified counselors could not be rejected in either of the tests. Consequently, there was no support for accepting Hypothesis 7, which contended that there was a relationship between the professional education of the counselor and consensus.

Hypothesis 8. Consensus on occupational guidance role expectations between the counselor and the principal, between the counselor and general teachers, and between the counselor and vocational teachers is related to the type of counselor in the school.

Type of counselor was determined by whether the incumbent of the position performed only the duties and responsibilities of the counseling position (full-time counselor) or whether the incumbent performed other duties and responsibilities in addition to those of the counseling position (part-time counselor). Table 10 is a summary of the findings regarding the existence of a relationship between the type of counselor and consensus. It was anticipated that these findings would indicate a difference in consensus, reflecting the difference in the degree of establishment and probable clarification of the counseling position and its roles in the schools. Newly developed positions or roles often lack clarity. Lack of role clarity generally leads to disagreement, not to consensus. Accordingly, it seemed reasonable to assume that consensus would be related to the type of counselor in the school.

The hypotheses of the F tests of Table 10 were that there was no difference in positions by type of counselor. For example, the F test of the relationship of the type of counselor and position in the counselors and principals comparison tests the hypothesis that there is no difference between the positions (principal and counselor) by type of counselor.

The results indicated that there was no difference by position when responses of counselors and principals and responses of counselors and general teachers were examined by type of counselor. In other words, consensus between these groups was not related to whether the counselor was a full-time or a part-time counselor.

Table 10. Source of variance of the type of counselor and position when role item responses are categorized by the type of counselor.*

Source of Variation	Df	Sum of Squares	Mean Square	F
Counselors-Principals				
Type x position	1	.84	.84	.15
Position x school (type)	59	340.56	5.77	
Counselors-General Teachers				
Type x position	1	9.36	9.36	2.48
Position x school (type)	59	222.45	3.77	
Counselors-Vocational Teachers				
Type x position	1	17.51	17.51	5.22[a]
Position x school (type)	59	197.87	3.35	

*From Appendix Tables 17, 18, and 19 [a]$p < .05$

The F value of 5.22 provided evidence for rejecting the test hypothesis that there is no difference in positions by type of counselor when responses of counselors and vocational teachers are compared. The conclusion was that the type of counselor is related to position when the positions analyzed are counselor and vocational teacher.

Hypothesis 9. Consensus on occupational guidance role expectations between the counselor and the principal, between the counselor and general teachers, and between the counselor and vocational teachers is related to the number of students per counselor in the school unit.

The student-counselor ratios (students per counselor) for the 61 schools were arbitrarily divided into three groups of low, medium, and high ratios. Of interest to the researcher was whether this critical characteristic of the work situation of counselors was related to the extent of consensus in the school pertaining to the occupational guidance role of the counselor. Hoyt (1965) listed unrealistic high pupil-counselor ratios existing in most secondary schools today as one of the major factors contributing to the role behavior of counselors that has led to the increasing disenchantment of vocational educators in general toward guidance. Did the student-counselor ratio influence the consensus on expectations for the incumbent of the guidance counselor position? The results of the analysis of data pertaining to this possibility are shown in the following table.

Table 11. Source of variance of the student-counselor ratio and position when role item responses are categorized by the student-counselor ratio.*

Source of Variation	Df	Sum of Squares	Mean Squares	F
Counselors-Principals				
Ratio x position	2	.02	.01	.002
Position x school (ratio)	58	341.37	5.89	
Counselors-General Teachers				
Ratio x position	2	2.89	1.44	.37
Position x school (ratio)	58	228.92	3.94	
Counselors-Vocational Teachers				
Ratio x position	2	6.07	3.04	.84
Position x school (ratio)	58	209.31	3.61	

*From Appendix Tables 20, 21, and 22

The number of students per counselor was not related to the extent of consensus between selected groups in the secondary school on the occupational guidance role of the counselor. At least, there was no evidence in the sample of this study that revealed a relationship between the two variables.

Hypothesis 10. Consensus on occupational guidance role expectations between the counselor and the principal, between the counselor and general teachers, and between the counselor and vocational teachers is related to the frequency of interaction between the counselor and the other groups.

A study by Hanson (1962) of role consensus between hospital administrators, hospital board members, and community leaders suggested that a particular role is described differently by the incumbent and his role partners to the extent that each has different linkages with other positions in the social system. This suggestion was based upon the idea that the more frequently persons interact, the more obligated to each other they feel. Similarly, it was felt that consensus on the occupational guidance role expectations held by interacting individuals might be related to the frequency of interaction.

Counselors were asked to indicate the number of times per week that they discussed educational matters with the principal, general teachers, and vocational teachers. The frequencies of interaction were divided into low, medium, and high categories, and the responses were analyzed to ascertain if consensus was related to the frequency of interaction. The findings are presented in Table 12.

Analysis of the data revealed that consensus between counselors and general teachers was related to the frequency of interaction between the groups. But consensus between counselors and principals and between counselors and vocational teachers was not related to the frequency of interaction.

Hypothesis 11. Consensus on occupational guidance role expectations between the counselor and the principal, between the counselor and general teachers, and between the counselor and vocational teachers is related to the social ranking of selected educational positions in the school as perceived by the counselor.

Table 12. Source of variance of the frequency of interaction and position when the role item responses are categorized by the frequency of interaction between the counselor and the relevant group.*

Source of Variation	Df	Sum of Squares	Mean Square	F
Counselors-Principals				
Interaction x position	2	17.18	8.59	1.54
Position x school (interaction)	58	324.21	5.58	
Counselors-General Teachers				
Interaction x position	2	27.43	13.72	3.74[a]
Position x school (interaction)	50	183.28	3.66	
Counselors-Vocational Teachers				
Interaction x position	2	5.51	2.75	.77
Position x school (interaction)	51	180.78	3.54	

*From Appendix Tables 23, 24, and 25 [a] $p < .05$

One of the most frequent reasons given for the emphasis on college preparatory work in the secondary schools is the social pressures emphasizing the desirability of a college education (Hoyt, 1965). It is also noted that, in many instances, vocational programs and students pursuing them are accorded less social approval. Perhaps, then, the social ranking of the general education position and the vocational education position in the secondary school social system as observed by the counselor is related to consensus among the school groups on the occupational guidance role of the counselor.

The counselors were asked to rank the positions among the school faculty as they perceived them. The data from these replies were summarized in three categories as follows: (1) the general teacher position ranked above the vocational teacher position, (2) the positions ranked the same, and (3) the general teacher position ranked below the vocational teacher. The data analysis follows:

Table 13. Source of variance of rank and position when the role item responses are categorized by the social rank of general and vocational teacher positions as perceived by the counselor.*

Source of Variance	Df	Sum of Squares	Mean Square	F
Counselors-Principals				
Rank x position	2	4.04	2.02	.41
Position x school (rank)	50	248.85	4.98	
Counselors-General Teachers				
Rank x position	2	3.44	1.72	.52
Position x school (rank)	50	166.43	3.33	
Counselors-Vocational Teachers				
Rank x position	2	2.74	1.37	.38
Position x school (rank)	50	182.09	3.64	

*From Appendix Tables 26, 27, and 28

The data from this study did not support the hypothesis that there is a relationship between the social ranking of selected educational positions in the school by the counselors and consensus between the educational groups in the school.

> Hypothesis 12. Consensus on occupational guidance role expectations between the counselor and the principal, between the counselor and general teachers, and between the counselor and vocational teachers is related to the perceptions held by the counselors of the power associated with the guidance counselor position.

It was believed that the power that an incumbent associated with the position he occupied would influence his perceptions of the roles associated with the position. If so, then it appeared reasonable to assume that the incumbent's perception of power might be related to consensus regarding these roles between him and others in the social system.

Three aspects of power were investigated in this study: (1) influence with students, (2) frequency of opinions being used in determining school policy, and (3) the degree of involvement in directing the activities of the school. The counselors were asked to report how much change occurs in the status of an individual moving from a teaching position to one of counseling in terms of the three areas of power. Response categories were: (1) greatly decreased, (2) slightly decreased, (3) unchanged, (4) slightly increased, and (5) greatly increased. The responses were scored from 1 to 5 as numbered above. The responses of a counselor to the three aspects of power were totaled to give a score (a measure) of the power the counselor associated with the position of counselor. The scores of the counselors were separated into three categories of low, medium, and high degrees of power associated with the position. The analyses of the source of variance (Table 14) of the three power categories and position were used to determine if there was a relationship between the two factors--power and position.

The conclusion reached from the tests was that there was no relationship between the degree of power associated with the counseling position and consensus between counselors and principals, between counselors and general teachers, and between counselors and vocational teachers.

Table 14. Source of variance of power and position when role item responses are categorized by the power associated with the counseling position by the counselor.*

Source of Variation	Df	Sum of Squares	Mean Square	F
Counselors-Principals				
Power x position	2	.48	.24	.04
Position x school (power)	54	298.21	5.52	
Counselors-General Teachers				
Power x position	2	1.66	.83	.21
Position x school (power)	54	215.43	3.99	
Counselors-Vocational Teachers				
Power x position	2	10.61	5.30	1.45
Position x school (power)	54	197.18	3.65	

*From Appendix Tables 29, 30, and 31

Hypothesis 13. Consensus on occupational guidance role expectations between the counselor and the principal, between the counselor and general teachers, and between the counselor and vocational teachers is related to the attitude of the counselor toward occupational education.

The counselors responded to an attitude scale designed to indicate their favorableness toward occupational education. The scores of the counselors were divided into three categories of low, medium, and high. The analyses of the relationship of these differences in attitude to position are shown in Table 15.

The data indicates that consensus between the counselors and the principals was not related to attitude. However, there was a significant relationship between attitude and consensus between the counselors and the general teachers and between the counselors and the vocational teachers.

Table 15. Source of variance of attitude and position when role item responses are categorized by the attitude of the counselor toward occupational education.*

Source of Variation	Df	Sum of Squares	Mean Square	F
Counselors-Principals				
Attitude x position	2	13.08	6.54	1.16
Position x school (attitude)	58	328.31	5.66	
Counselors-General Teachers				
Attitude x position	2	35.67	17.83	5.27[a]
Position x school (attitude)	58	196.14	3.38	
Counselors-Vocational Teachers				
Attitude x position	2	24.00	12.00	3.64[a]
Position x school (attitude)	58	191.38	3.30	

*From Appendix Tables 32, 33, and 34 [a] $p < .05$

CHAPTER IV

SUMMARY, CONCLUSIONS, AND IMPLICATIONS

This study was directed by the general hypotheses that there are discernible differences in the ways selected public secondary school faculty groups perceive the occupational guidance role of the public school counselor and that an examination of the relationships of the public secondary school social system elements to consensus would provide insight into these differences. Consequently, the investigation was centered around two major tasks--ascertaining the extent of group agreement on the occupational guidance role of the public secondary school counselor and determining the relationship of selected variables to the degree of agreement found.

The role expectations held by the selected faculty groups for the occupational guidance role of the public secondary school counselor were the central focus of the research. Thus, the guidance counselor position was the focal position. This researcher was interested in the relationships of this position to several other positions in the secondary school. The position-centric model was deemed appropriate for pursuing this interest, for in the position-centric model the position is specified by its relationships to a number of counter-positions.

The guidance counselor group was viewed as a group undergoing considerable growth and change. One procedure for developing an understanding of group life and of groups experiencing change is through a consideration of the relevant social systems and the elements comprising them. The perception of the public school as a social system was discussed. Hence, an analytical schema utilizing a social system frame of reference was employed to meaningfully relate the selected variables.

The occupational guidance role expectations of four groups--principals, counselors, general teachers, and vocational teachers--were studied. The expectations held by the principals, general teachers, and vocational teachers (counter-positions) were compared separately with those of the counselors (focal position). Consensus between the counselors and each of the other three groups was determined. Then the relationship of ten variables to the degree of consensus between each counter-position and the focal position was examined.

Data were obtained from a stratified random sample of all school units in North Carolina having a twelfth grade and having both a vocational education position and a guidance counselor position.

Summary of Theoretical Orientation and Methodology

The theoretical frame of reference, based upon the position-centric model and the social system analytical schema, were found useful in this exploration of the occupational guidance role of the public secondary school counselor. This approach proved fruitful in the development of the research design and in expediting the research effort. It guided the clarification of the problem, the selection of variables, and the methods of analyzing the data.

The basic theory involved in this study was developed from what is generally called role theory. The concepts of position, role, and role expectation were operationalized through a position-centric model. The emphasis in the investigation was not on exploring consensus between all the groups, but exploring consensus between specific groups and the counselors.

Role was defined as a set of expectations applied to the incumbent of a particular position with each expectation considered to be an evaluative standard applied to that incumbent. For this study, consensus was the extent to which two or more persons held similar expectations of the incumbent of a specific position. The secondary school was conceptualized as a social system with the secondary school social system defined as the system or pattern of relationships between incumbents of secondary school faculty positions. One procedure for gaining a better understanding of a social system is through the study of its elements and processes. The elements of the secondary school social system were chosen as a frame of reference for examining the relationship of selected variables to consensus. Thus, many of the concepts used in social system analysis were used in conceptualizing these relationships.

Repeatedly, this research has referred to the occupational guidance role of the counselor. The term "occupational guidance role" has been operationalized to mean the 60 items contained in the occupational guidance role expectations instrument used to gather data.

The guidance counselor position was the focal position of the study. Several of the independent variables were measured in terms of this position incumbent's perceptions only. Additional insight concerning consensus probably would have been the results of including the perceptions of these variables by incumbents of the other positions studied. For example, including the attitude of the principal toward vocational education and consensus between the two groups might have added to the understanding gained from the study.

The theoretical orientation and methodology of this research did prove fruitful in this exploration of the occupational guidance role of the counselor. The results indicated that principals, counselors, and teachers have similar conceptions of the occupational guidance role of the counselor. Insight into the possibility of a relationship of ten variables to consensus accrued from this effort.

Exploration into this specific role was initiated. Others interested in studying this aspect of counseling may profitably use the framework of this study to confirm its findings or to study the relationship of these or other variables to consensus on role expectations or role behavior.

Summary of Findings

The substantive findings of this research relate to two major areas: (1) consensus concerning the occupational guidance role of the public secondary school guidance counselor between counselors and the principal, general teacher, and vocational teacher groups; and (2) the relationship of ten variables, indicants of the elements of the high school social system, to the extent of consensus found.

Consensus Analysis

The findings pertaining to consensus between counselors and principals, general teachers, and vocational teachers may be summarized as follows:

1. The occupational guidance role expectations held for the incumbent of the guidance counselor position by the principals did not differ significantly from those held by the counselors.
2. The occupational guidance role expectations held for the incumbent of the guidance counselor position by the general teachers differed from those held by the counselors, the difference being relatively small but significant.
3. The occupational guidance role expectations held for the incumbent of the guidance counselor position by the vocational teachers differed from those held by the counselors, the difference being relatively small but significant.

Relationship of the Independent Variables and Consensus

Hypotheses were formulated regarding the relationship of ten independent variables and consensus on the occupational guidance role of the guidance counselor between counselors and principals, between counselors and general teachers, and between counselors and vocational teachers. The summary of the findings pertaining to the relationship of these variables is as follows:

A. Variables not related to consensus

1. Consensus between the counselor and the principal, between counselor and general teachers, and between the counselor and vocational teachers was not related to:
    a. the occupational education goal orientation of the counselor;
    b. the size of the school;
    c. the professional isolation of the counselor;
    d. the professional education of the counselor;
    e. the number of students per counselor;
    f. the social rank of selected educational positions in the school; or
    g. the power associated with the guidance counselor position as perceived by the counselor.

2. Consensus between the counselor and the principal and between the counselor and vocational teachers was not related to the frequency of interaction between them.

3. Consensus between the counselor and the principal and between the counselor and general teacher was not related to the type of counselor in the school.

4. Consensus between the counselor and the principal was not related to the attitude of the counselor toward occupational education.

B. Variables related to consensus

1. Consensus between the counselor and general teachers and between counselors and vocational teachers was related to attitude of the counselor toward occupational education.

2. Consensus between the counselor and vocational teachers was related to the type counselor in the school.

3. Consensus between the counselor and general teachers was related to the frequency of interaction between them.

The attitude of the counselor toward occupational education and the frequency of interaction between the counselor and general teachers were independent variables found to be significantly related to consensus between counselors and general teachers on the occupational guidance role of the counselor.

The attitude of the counselor toward occupational education and the type of counselor were the variables found to be significantly related to consensus between counselors and vocational teachers on the occupational guidance role of the counselor.

Conclusions

This study was based upon the belief that the role expectations concerning the occupational guidance role of counselors held by the principals, general teachers, and vocational teachers would differ from those of the counselors. Relatively little support for this assumption was found. The study disclosed remarkably uniform perceptions of the occupational guidance role of the guidance counselor. The general conclusion seems to be that all four groups felt the counselor should do the occupational guidance activities listed, and that their responses were similar.

Counselors and principals were in agreement. There was no significant difference found between the occupational guidance role expectations of the principals and of the counselors--a finding not anticipated. Perhaps several factors contributed to the agreement of principals and counselors. One possible explanation is the type of linkage between the two positions. As reported previously, Hanson (1962) conducted a study that suggested that a particular role is described differently by the incumbent and his role partner to the extent that each has different linkages with other positions in the social system. Principal and counselor positions are superordinate and subordinate, while counselor and teacher positions are more of a coordinate nature.

Closely associated with this difference in linkage is the hierarchy of role obligations in a social system. Parsons (1951) and Toby (1952) have pointed out that role obligations in a social system are arranged in a hierarchy. The participants in a system recognize that certain obligations take precedence over others. Perhaps, the role obligations hierarchy in the secondary school has influenced the expectations of the counselors and tended to move them in the direction of the principal rather than toward those of the teachers.

Systems sometimes tend to be organized so that the actors occupying one position are rewarded for their conformity to the expectations of persons occupying another position. It appears that this situation may exist in the public school, for more of the sanctions of the systems are at the disposal of the administrator than of the teaching personnel of the secondary school.

Though there was a statistically significant difference between the responses of the counselors and the teachers, the numerical difference in the mean responses to all items was very small (0.11). This difference does not appear to be large enough to have practical significance.

A major objective of the research was to explore the relationship of ten variables to consensus on the occupational guidance role of the counselor in an effort to gain insight into the consensus found. Variables were selected that were considered indicants of the secondary school faculty social system.

A significant relationship was found between consensus on the occupational guidance role of the counselor and three of the independent variables--frequency of interaction, type of counselor, and attitude of the counselor.

Frequency of interaction was related to the consensus between counselors and general teachers, but not to the consensus between counselors and vocational teachers. One possible clue to this difference is the educational preparation and experience of the counselors. Only one of the counselors in the study pursued an undergraduate degree leading to a teaching certificate in a vocational area. All the part-time counselors engaged in teaching were teaching general education subjects. The preparation and the experience of the counselors were in the general education areas. Perhaps, this common background of education and experience tended to make interaction more meaningful between counselors and general teachers than between counselors and vocational teachers.

Type of counselor (when specified as part-time or full-time) was related to consensus between counselors and vocational teachers, but not to consensus between counselors and general teachers. Often the demands of the work situation present problems of time allocation to the incumbent of a position. The individual cannot honor all the expectations of all counter-positions because of the limitations of time. Social pressures emphasize a college education, and understaffed guidance programs have been described as yielding to these pressures. It may be that the resulting role behavior (perhaps precipitated by time limitations, etc.) of the part-time counselor has influenced the expectations of the counselors and the vocational teachers in those schools.

Attitude of the counselor toward occupational education was the only variable found to be related to both consensus between counselors and general teachers and consensus between counselors and vocational teachers.

This leads to the conclusion that social-psychological factors may have more influence upon consensus than situational factors such as size of school and number of students per counselor.

Attitude has been defined as a predisposition to respond in a particular way toward a specified class of objects. Such tendencies influence expected and actual behavior. It appears that the attitude of the guidance counselors toward occupational education influences their expectations regarding the occupational guidance activities contained in this study.

Practical Implications

This study attempted to explore consensus regarding the occupational guidance role of the public secondary school counselor between selected faculty groups and to ascertain whether certain factors were related to consensus between the groups. Its initial impetus came from the existence of disagreement among secondary school educational groups concerning the occupational guidance function of the school. It sought to gain insight into this situation by investigating the expectations of these groups concerning the occupational guidance role of the guidance counselor. The results of the study have several important implications.

The role item responses of the counselors indicate that they believe that they should perform the activities included in the occupational guidance role in this research. The teachers and the principals are in relative agreement with the counselors regarding these role expectations. These findings suggest that the disagreement among secondary school educational groups concerning the occupational guidance function may arise from role execution rather than role perceptions. The real problem may not be in how the guidance counselors and others in the school perceive this role but in the emphasis given the role in actual practice.

This study indicates that principals, teachers, and counselors are in relative agreement not only on the need for occupational counseling but also on the activities to be included in the performance of this function. Yet Hoyt (1963) and others contend that guidance counselors are not actively assisting the occupationally oriented students. This situation leads to a number of important questions. What is the relationship between occupational guidance role expectation and occupational guidance role performance? How much emphasis is actually placed in occupational guidance role performance? What factors are crucial in the determination of the emphasis placed on occupational guidance within the schools? Do other role expectations burden the counselors to the extent that they are unable to fulfill their own occupational guidance role expectations? It appears that information on these issues would provide insight into the differences between occupational guidance role expectations and occupational guidance role performance in the secondary schools.

One implication of these findings is that the secondary schools need to evaluate their emphasis on occupational guidance. Does this emphasis correspond to their objective of meeting the educational needs of all their students?

Expectations held by the counselors for incumbents of the counseling position include the activities specified in this study as the occupational guidance role. Principals and teachers agree. Consequently, it seems that the secondary school should take steps to assist the counselors in fulfilling their occupational guidance expectations.

Suggestions for Further Research

This research is only an initial effort in the investigation of the occupational guidance role of the public school counselors. Additional studies are needed to assist in the clarification of this role of the guidance counselor position. It was an assumption of this study that the general school counselor would perform all the vocational guidance activities generally associated with counseling positions, since there are no specialized vocational counselors in the public schools of North Carolina. Hence, it seems imperative that, as the number and scope of occupational education programs expand at the secondary and post-secondary levels of education, occupational guidance role clarity receive additional attention.

Occupational guidance role expectations were explored in this research. Occupational guidance role performance was not investigated. The relationship between what the groups studied expect of the incumbent of the guidance counselor position and what they perceive as actually being done needs exploration. Counselors perceive that they should be doing occupational guidance. If they are not actively assisting the occupationally oriented student, then why not? What factors and forces are responsible for the apparent discrepancy between role expectations and role performance. Further study of this aspect of occupational guidance is needed.

Most of the independent variables studied were not related to consensus on the occupational guidance role. If additional studies confirm these findings, it seems appropriate that the study of the relationship of other variables to consensus should be the objective of research efforts on the occupational guidance role expectations of educational groups.

LIST OF REFERENCES

Adams, J. F. 1965. Counseling and Guidance. Macmillan Co., New York.

Andrew, D. C. and L. M. Downing. 1955. 120 Readings in Guidance. University of Nebraska Press, Lincoln, Nebraska.

Arbuckle, D. S. 1963. "The School Counselor - Reality or Illusion." Counselor Education and Supervision 1 (2): 54-59.

Arbuckle, D. S. 1966. Pupil Personnel Services in the Modern School. Allyn and Bacon, Inc., Boston, Massachusetts.

Arhelger, H. and M. A. McGlasson. 1963. Guidance in Indiana Junior High Schools: 1952-1962. Bureau of Educational Studies and Testing. School of Education, Indiana University, Bloomington, Indiana.

Arnold, W. M. 1966. Forward, pp. III-IV, In B. H. Kemp, The Youth We Haven't Served. Office of Educ. Publ. No. 80038, U. S. Department of Health, Education and Welfare, Washington, D. C.

Babcock, R. R. 1963. An Analysis of Selected Guidance Programs for Students Who Seek Employment Immediately After High School. Dissertation Abstracts 24(7-9): 3627.

Barker, D. G. 1961. How Students, Teachers, and Parents Perceive Guidance Programs in Secondary Schools. Dissertation Abstracts 22(4): 3515-3516.

Barlow, M. L. 1965. Vocational Education. Sixty-fourth yearbook. National Society for the Study of Education, Chicago, Illinois.

Barry, R. E. and B. Wolf. 1962. An Epitaph for Vocational Guidance: Myths, Actualities, Implications. Bureau of Publications, Teachers College, Columbia University, New York.

Barry, R. E. and B. Wolf. 1963. Modern Issues in Guidance - Personnel Work. Bureau of Publications, Teachers College, Columbia University, New York.

Bates, F. L. 1956. "Position, Role and Status: A Reformation of Concepts." Social Forces 34(4): 313-321.

Bates, F. L. 1967. The Structure of Occupations: A Role Theory Approach. Center for Occupational Education, North Carolina State University, Raleigh, North Carolina.

Bedi, J. S. 1962. Perceptions of the High School Counselor's Role. Dissertation Abstracts 23(6): 2003.

Berdie, R. F. (ed.). 1951. Concepts and Programs of Counseling. University of Minnesota Press, Minneapolis, Minnesota.

Berdie, R. F. (ed.). 1953. Roles and Relationships in Counseling. University of Minnesota Press, Minneapolis, Minnesota.

Bertrand, A. L. 1967. Basic Sociology. Meredith Publishing Co., New York.

Bible, B. L., G. L. Nolan and E. J. Brown. 1961. "Consensus on Role Definition of the County Extension Executive Committee Member." Rural Sociology 26:146-156.

Biddle, B. J. and E. J. Thomas. 1966. Role Theory Concepts and Research. John Wiley and Sons, Inc., New York.

Biggerstaff, E., J. Church, M. Dunham, R. Knowles, A. Lefcourt, and D. Richmond. 1965. Exploring Junior High School Guidance: An In-service Approach. The Interstate Printers and Publishers, Inc., Danville, Illinois.

Blau, P. M. and W. R. Scott. 1962. Formal Organizations, A Comparative Approach. Chandler Publishing Co., San Francisco, California.

Borrow, F. (ed.). 1964. Man in a World at Work. Houghton Mifflin Co., Boston, Massachusetts.

Bottoms, J. E. 1966. Problems Concerning Student Enrollees, pp. 15-20. In Overview Conference on Major Problems in Vocational Education. Center for Occupational Education, N. C. State University, Raleigh, North Carolina.

Braddock, C. 1967. "Vo-ed Is for the Majority." Southern Education Report 2(10):3-11.

Brookover, W. and S. Nosow. 1963. A Sociological Analysis of Vocational Education in the United States, pp. 19-52. In Education for a Changing World of Work, Appendix III, Office of Education, United States Department of Health, Education and Welfare. U. S. Government Printing Office, Washington, D. C.

Brooks, J. B. and L. W. Drabick. 1967. Perception of Role Conflict and Its Effects by the Vocational Education Teacher. Center for Occupational Education, North Carolina State University, Raleigh, North Carolina.

Broom, L. and P. Selznick. 1968. Sociology, third edition, Harper and Row, New York.

Byrne, R. W. 1963. The School Counselor. Houghton Mifflin Co., Boston.

Charters, W. W., Jr. and N. L. Gage (eds.). 1963. Readings in the Social Psychology of Education. Allyn and Bacon, Inc., Boston, Massachusetts.

Chinoy, E. 1961. Society: An Introduction to Sociology. Random House, New York.

Conant, J. B. 1959. The American High School Today. McGraw-Hill Book Co., Inc., New York.

Conant, J. B. 1967. The Comprehensive High School. McGraw-Hill Book Co., Inc., New York.

Corwin, R. G. 1963. Development of an Instrument for Examining Staff Conflicts in the Public Schools. Cooperative Research Project No. 1934. Department of Sociology and Anthropology, The Ohio State University, Columbus, Ohio.

Corwin, R. G. 1965. A Sociology of Education. Appleton-Century-Crofts, New York.

Cudney, M. R. 1964. Counselor's Perception of Obstacles to Selected Guidance Functions. Dissertation Abstracts 23(10-11):4189.

Davis, K. 1948. Human Society. The Macmillian Company, New York.

Dugan, W. E. 1966. "Vocational Guidance: A New Accent in American Education." American Vocational Journal 41(7):14-15.

Eriksen, S. J. 1964. The Role of Counselor in Large High Schools of California. Dissertation Abstracts 25(5-6):3428.

Farley, E. J. 1964. Role of the Counselor in Selected Junior High Schools of New Jersey as Perceived by Counselors, Principals, Teachers, and Students. Dissertation Abstracts 25(12):7076.

Flanagan, J. C., J. T. Dailey, M. F. Shaycoft, D. B. Orr, and I. Goldberg. 1962. Project Talent: Studies of the American High School. University of Pittsburgh, Pittsburgh, Pa.

Frederick, J. R. 1961. Concepts of the Role of the Counselor in Selected Secondary Schools as Held by the Counselor and Other Professional Personnel. Dissertation Abstracts 22(8):2684-2685.

Gardner, J. W. 1961. Excellence. Harper and Brothers, New York.

Gilbert, N. S. 1962. A Comparison of Students' Perceptions of Counseling Relationships among Schools in which Counselor Duties Differ. Dissertation Abstracts 239(10-11):4257.

Gleason, W. P. 1961. Concepts of Counseling Held by Selected Public School Educators. Dissertation Abstracts 22(4):3519-3520.

Goode, W. J. and P. K. Hatt. 1952. Methods in Social Research. McGraw-Hill Book Co., Inc., New York.

Gordon, W. 1957. Social System of the High School. The Free Press, Glencoe, Illinois.

Goslin, D. A. 1965. The School in Contemporary Society. Scott, Foresman, and Co., Glenview, Illinois.

Graham, B. G., et al. 1940. What the High Schools Ought to Teach. The American Council on Education, Washington, D. C.

Gross, N. 1958. Who Runs Our Schools? John Wiley and Sons, Inc., New York.

Gross, N. 1959. The Sociology of Education, pp. 128-152. In R. K. Merton, L. Broom, and L. S. Cottrell, Jr. (eds.), Sociology Today, Vol. 1 Harper and Row, New York.

Gross, N., W. S. Mason, and A. W. McEachern. 1958. Exploration in Role Analysis: Studies of the School Superintendency Role, John Wiley and Sons, Inc., New York.

Haas, J. E. 1964. Role Conceptions and Group Consensus. Research monograph No. 117. Bureau of Business Research, Ohio State University, Columbus, Ohio.

Hansen, O. A. and J. E. Gerstl (eds.). 1967. On Education: Sociological Perspectives. John Wiley and Sons, Inc., New York.

Hanson, R. C. 1962. "The Systemic Linkage Hypothesis and Role Consensus Patterns in Hospital-Community Relations." American Sociological Review 27:304-313.

Hare, A. P. 1962. Handbook of Small Group Research. The Free Press of Glencoe, New York.

Harris, M. C. and W. R. Yensco. 1965. Technical Education in Michigan Community Colleges. The University of Michigan, Ann Arbor, Michigan.

Havinghurst, R. J. and B. L. Neugarten. 1957. Society and Education. Allyn and Bacon, Inc., Boston, Massachusetts.

Henly, H. R. 1963. The Role of the Senior High Principal and the Guidance Program. Dissertation Abstracts 24(7-9):3173.

Hollinshead, B. S. 1953. Who Should Go to College? Columbia University Press, New York.

Hoyt, K. B. 1963. "A Challenge to Vocational Guidance: The Specialty Oriented Student." Vocational Guidance Quarterly 11:192-198.

Hoyt, K. G. 1965. "New Challenges for Guidance in Vocational Education." The Bulletin of the National Association of Secondary School Principals 49(301):133-141.

Hughes, E. C. 1959. The Study of Occupations, pp. 442-458. In Robert K. Merton, Leonard Broom, and Leonard S. Cottrell, Jr. (eds.). Sociology Today, Vol. 2. Harper and Row, New York.

Hutchings, R. M. 1967. Are We Educating Our Children for the Wrong Future? pp. 124-129. In Harold Full, Controversy in American Education. The Macmillan Company, New York.

Isaacson, L. E. 1966. Career Information in Counseling and Teaching. Allyn and Bacon, Inc., Boston, Massachusetts.

Julian, J. 1964. Some Determinants of Role Consensus Within and Between Organizational Strata, P. 476. In P. F. Secord and Carl W. Backman, Social Psychology. McGraw-Hill Book Company, New York.

Kahn, R. L., D. M. Wolfe, R. P. Quinn, and J. D. Snoek. 1964. Organizational Stress. John Wiley and Sons, Inc., New York.

Katz, M. 1963. "The Role of the Guidance Counselor," The Bulletin of the National Association of Secondary School Principals, Vol. 47 (284):1-8.

Katz, D. and R. L. Kahn. 1966. The Social Psychology of Organizations. John Wiley and Sons, Inc., New York.

Kemp, B. H. 1966. The Youth We Haven't Served. Office of Education. Publ. No. 80038, United States Department of Health, Education and Welfare, Washington, D. C.

Khleif, B. B. 1966. A Socio-Cultural Framework for Studying Guidance in Public Schools, pp. 173-196. In E. Landy and A. M. Knoll (eds.), Guidance in American Education III: Needs and Influencing Forces. Harvard University Press, Cambridge, Massachusetts.

Klonglan, G. E., G. M. Beal, J. M. Bohlen, T. G. Shaffer. 1964. Prediction of Role Performance of Local Civil Defense Directors. Iowa State University of Science and Technology, Ames, Iowa.

Kraybil, W. K. 1962. The Relationships of Counselor, Principal, and Teacher Role Consensus and Quality of Senior High School Guidance Services. Dissertation Abstracts 23(10-11):4189.

Labovitz, S. 1967. "Some Observations on Measurements and Statistics." Social Forces 46(2):151-160.

Leone, J. A. 1965. An Evaluative Study of Guidance Programs with Full-Time Counselors and Those with Part-Time Counselors in Selected Secondary Schools in Oklahoma. Dissertation Abstracts 26(5-6):2547.

Li, J. C. R. 1964. Statistical Inference. Edwards Brothers, Inc., Ann Arbor, Michigan.

Linton, R. 1936. The Study of Man. D. Appleton-Century Co., New York.

Linton, R. 1945. The Cultural Background of Personality. D. Appleton-Century Co., New York.

Loomis, C. P. 1960. Social Systems. D. Van Nostrand Co., Inc., Princeton, New Jersey.

Loomis, C. P. and J. A. Beegle. 1957. Rural Sociology: The Strategy of Change. Prentice-Hall, Inc., Englewood Cliffs, New Jersey.

Loomis, C. P. and Z. K. Loomis. 1961. Modern Social Theories. D. Van Nostrand Co., Inc., Princeton, New Jersey.

Loughary, J. W. (ed.). 1965. Counseling: A Growing Profession. American Personnel and Guidance Association, Washington, D. C.

Lund, D. R. 1962. Secondary School Counselors' Concept of Role in Relation to Personnel Data and Psychogenic Needs. Dissertation Abstracts 24(10-11):4089.

Lund, D. R. 1962. Teacher Perception of the Role of the Secondary School Counselor. Dissertation Abstracts 24(4-6):1481.

Marsh, C. P. 1966. The Impact of the School System Upon Occupational Choice. Department of Sociology and Anthropology, North Carolina State University, Raleigh, North Carolina.

McDaniels, C. (ed.). 1965. Vocational Aspects of Counselor Education. The George Washington University, Washington, D. C.

McGrath, J. E. and I. Altman. 1966. Small Group Research. Holt, Rinehart and Winston, Inc., New York.

McMahon, B. J. 1966. Responsibilities and Opportunities in Relation to Junior and Community Colleges, Professional and Technical Institutes and Public Schools in Less than College Degree Work, pp. 16-22. In N. D. Peacock, et al., Our Colleges and Changing Patterns in Education, University of Arizona, Tucson, Arizona.

Merton, R. K. 1957. Social Theory and Social Structure. The Free Press, Glencoe, Illinois.

Miller, C. H. 1961. Foundations of Guidance. Harper and Brothers, New York.

Miller, F. W. 1961. Guidance Principals and Services. Charles E. Merrill Books, Inc., Columbus, Ohio.

Monane, J. H. 1967. A Sociology of Human Systems. Appleton-Century-Crofts, New York.

Morrow, R. O. A Study and Evaluation of the Guidance Services in Virginia Public Schools. Dissertation Abstracts 25(11):6305.

Mortensen, D. G. and A. M. Schmuller. 1966. Guidance in Today's Schools. John Wiley and Sons, Inc., New York.

Mortimer, W. E. 1967. District School Superintendents' Attitudes Toward Vocational Guidance. Department of Industrial and Technical Education, Utah State University, Logan, Utah.

Mottishaw, M. P. 1962. An Analysis of the Counselors' Role in the State of Washington. Dissertation Abstracts 25(9-10):5745.

Munns, W. L. 1962. A Study of Student, Faculty, Administration and Parent Opinion of the Guidance Program Provided by the Barrington, Illinois, Consolidated High School District. Dissertation Abstracts 23(5-6):3692.

Myers, G. A. 1941. Principles and Techniques of Vocational Guidance. McGraw-Hill Book Company, Inc., New York.

Neiman, L. J. and J. W. Hughes. 1951. "The Problem of the Concept of Role - A Re-survey of the Literature." Social Forces 30:141-149.

Nejedlo, R. J. 1964. Value Orientations and School Counselors' Role Expectations - A Comparative Study of School Counselors and Their Administrators. Dissertation Abstracts 25(3-4):2298.

Newcomb, T. M. 1950. Social Psychology. The Dryden Press, New York.

Newcomb, T. M. 1959. The Study of Consensus, pp. 277-292. In R. K. Merton, L. Broom and L. S. Cottrell, Jr. (eds.), Sociology Today, Vol. 2. Harper and Row, New York.

Nix, H. L. 1960. A Sociological Analysis of Roles and Value Orientations of an Occupation: Vocational Agricultural Teaching. Unpublished PhD. Dissertation, Department of Sociology, Louisiana State University, Baton Rouge, Louisiana.

North Carolina Department of Public Instruction. 1965. Status Study of Counseling Services in North Carolina Public Schools. Raleigh, North Carolina.

North Carolina State Department of Public Instruction. 1967. "Directory-Guidance Personnel 1967-1968." Guidance Services Section, Division of Vocational Education, Raleigh, North Carolina.

Oppenheim, A. N. 1966. Questionnaire Design and Attitude Measurement. Basic Books, Inc., New York.

Overs, R. P. 1964. "The General Pattern: A Sociological Analysis of Vocational Counseling." The Vocational Guidance Quarterly 12(2): 159-162.

Parsons, T. 1951. The Social System. The Free Press, Glencoe, Illinois.

Parsons, T. 1966. Societies: Evolutionary and Comparative Perspectives. Prentice-Hall, Inc., Englewood Cliffs, New Jersey.

Payne, S. L. 1951. The Art of Asking Questions. Princeton University Press, Princeton, New Jersey.

Peters, H. J. and J. C. Hansen (ed.). 1966. Vocational Guidance and Career Development. The Macmillan Company, New York.

Peters, H. J. and B. Shartzer. 1963. Guidance: Program Development and Management. Charles E. Merrill Books, Inc., Columbus, Ohio.

Ramsey, O. 1963. Social Groups as System and Subsystem. The Free Press of Glencoe, Glencoe, Illinois.

Ratigan, W. 1963. Conflicts within Counseling and Guidance in Broad Historical Perspective and in Contemporary Professional Focus. Dissertation Abstracts 24(4-6):2384.

Richards, S. 1964. Actual and Desirable Duties of Public Secondary School Counselors in the Southeastern United States. Dissertation Abstracts 25(12):70301.

Rosen, Howard. 1966. "Vocational Education - Training for Yesterday's Jobs?" Occupational Outlook Quarterly 10(2):1-4.

Runyon, R. P. and A. Haber. 1967. Fundamentals of Behavioral Statistics. Addison-Wesley Publishing Co., Inc., Reading, Massachusetts.

Sarbin, T. R. 1954. Role Theory, pp. 223-258. In Gardner Lindzey, Handbook of Social Psychology. Addison-Wesley Publishers, Inc., Cambridge, Massachusetts.

Schmidt, L. D. 1959. Concepts of the Role of Secondary School Counselors. Unpublished doctoral thesis, Department of Psychology, University of Missouri, Columbia, Missouri. University Microfilms, Ann Arbor, Michigan.

Secord, P. F. and C. W. Backman. 1964. Social Psychology. McGraw-Hill Book Co., New York.

Shartle, C. L. 1959. Occupational Information: Its Development and Application. Prentice-Hall, Inc., Englewood Clifts, New Jersey.

Sheperd, C. R. 1964. Small Groups. Chandlar Publishing Co., San Francisco, California.

Shertzer, B. and S. C. Stone. 1966. Fundamentals of Guidance. Houghton Mifflin Co., Boston Massachusetts.

Slocum, W. L. 1966. Occupational Careers. Aldine Publishing Co., Chicago, Illinois.

Smelser, N. J. 1967. Sociology: An Introduction. John Wiley and Sons, Inc., New York.

Soldahl, T. A. 1962. Secondary School Counselors' Concept of Role in Relation to Personal Data and Psychogenic Needs. Dissertation Abstracts 24(10-11):4089.

Sorokin, P. A. 1947. Society, Personality and Culture: Their Structure and Dynamics. Harper and Brothers, New York.

Sorokin, P. A. 1966. Sociological Theories of Today. Harper and Row Publishers, New York.

Sparks, A. P. 1965. Concepts of Counselor Role. Unpublished Master's thesis. Department of Occupational Information and Guidance, North Carolina State University, Raleigh, North Carolina.

Spinelli, G. L. 1962. The Personal-Professional Backgrounds, Duties, Activities and Job Perceptions of Guidance Personnel in the Public Secondary Schools in the Commonwealth of Pennsylvania, 1961-1962. Dissertation Abstracts 23(12):4580.

Stefflre, B. (ed.). 1965. Theories of Counseling. McGraw-Hill Book Co., New York.

Super, D. E. 1963. Guidance in American Education: Its Status and Its Future, pp. 151-162. In E. Landy and P. A. Perry (eds.), Guidance in American Education. Harvard Graduate School of Education, Harvard University Press, Cambridge, Massachusetts.

Super, D. E. and P. L. Overstreet. 1960. The Vocational Maturity of Ninth-Grade Boys. Bureau of Publications, Teachers College, Columbia University, New York.

Tannenbaum, A. S. 1966. Social Psychology of the Work Organization. Wadsworth Publishing Co., Inc., Belmont, California.

Thomas, E. F. 1959. "Role Conceptions and Organization Size." American Sociological Review 24:30-37.

Tiedeman, D. W. 1963. Purposing through Education: The Further Delineation of Goal and Program for Guidance, pp. 162-172. In E. Landy and P. A. Perry (eds.), Guidance in American Education. Harvard Graduate School of Education, Harvard University Press, Boston, Massachusetts.

Toby, J. 1952. "Some Variables in Role Conflict Analysis." Social Forces 30(3):323-327.

Traxler, A. E. and R. D. North. 1966. Techniques of Guidance. Harper and Row Publishers, New York.

U. S. Department of Health, Education and Welfare. 1961. Vocational Education in the Next Decade: Proposals for Discussion. Pub. No. 0-579929, United States Department of Health, Education and Welfare, Washington, D. C.

U. S. Department of Health, Education and Welfare. 1962. Education for a Changing World of Work: Summary Report of the Panel of Consultants on Vocational Education Requested by the President of the United States. Office of Education Pub. No. 80020, Washington, D. C.

U. S. Department of Labor. 1966a. Manpower Report of the President: A Report on Manpower Requirements, Resources, Utilization, and Training. Pub. No. 0-797-615, United States Government Printing Office, Washington, D. C.

U. S. Department of Labor. 1967. Career Guidance: A Report of the Subcommittee on Career Guidance of the Committee on Specialized Personnel. Pub. No. 0-261-052, U. S. Government Printing Office, Washington, D. C.

Venn, G. 1964. Man, Education, and Work. American Council on Education, Washington, D. C.

Viteles, M. S., A. H. Brayfield, L. E. Tyler. 1961. Vocational Counseling. Thomas Allen, Ltd., Toronto, Canada.

Walton, L. E. 1966. The Scope and Function of Vocational Guidance, pp. 239-248. In H. J. Peters, and J. C. Hansen, Vocational Guidance and Career Development. The Macmillan Company, New York.

Wasson, R. M. 1964. A Social Psychological Exploration of the Relationships between Expressed Opinions of Secondary School Counselors and Two Work Settings. Dissertation Abstracts 24(10-11):4557.

Wenrich, R. C. 1963. "Employment-Bound Youth Need Guidance, Too." The Education Digest 28(3):23-25.

Wenrich, R. C. and R. J. Crowley. 1964. Vocational Education as Perceived by Different Segments of the Population. The University of Michigan, Ann Arbor, Michigan.

Wiles, K. and F. Patterson. 1959. The High School We Need. Association for Supervision and Curriculum Development, National Education Association, Washington, D. C.

Wilkening, E. A. 1958. "Consensus on Role Definition of County Extension Agents between the Agents and Local Sponsoring Committee Members." Rural Sociology 23:184-197.

Williams, R. N. Jr. 1965. American Society, Second Edition. Alfred A Knopf, New York.

Williamson, E. G. 1965. Vocational Counseling. McGraw-Hill, Inc., New York.

Wrenn, C. G. 1962. The Counselor in a Changing World. American Personnel and Guidance Association, Washington, D. C.

Young, K. and R. W. Mack. Sociology and Social Life, Third Edition, American Book Co., New York.

APPENDICES

APPENDIX A

Glossary

The following definitions were used in this study:

Guidance. The organized program of assistance made available through the secondary school system to the secondary school student to help him manage his own life activities, make his own decisions, and make the maximum adjustment to school, home, and community.

Occupational guidance. The process of assisting an individual in choosing an occupation, preparing for it, finding an opening in it, and building up a career of efficiency and success.

Occupational education. All education that is designed primarily to contribute to occupational choice, competence, and advancement. It embraces vocational education, technical education, and pertinent aspects of practical arts education. Private and public education of this nature is included as well as both federally-aided and nonfederally-aided occupational education.

Vocational education. A specialized form of occupational education that is intended primarily to contribute to the acquisition of those attitudes, understandings, and skills as are necessary for choice, competence, and advancement in a particular occupation or group of related occupations. In this study it was limited to the traditional vocational programs conducted by the secondary school (home economics, agriculture, distributive education, trade and industrial education, and vocational office education) and to the introduction to vocations programs.

Practical arts. Subjects in general education, such as industrial arts, that contribute substantially to occupational choice and preparation.

General education. Any secondary school subject that is general in nature and not oriented to any specific occupation or group of related occupations.

Public secondary school. Any public school unit with an instructional program that included the twelfth grade. A school unit with any combination of grades that included a twelfth grade was considered a public secondary school in this study. Denoting the same meaning, the terms "secondary school" and "high school" are used interchangeably with "public secondary school" throughout the study.

Principal. The executive head of the participating public secondary school--the chief administrative officer.

Guidance counselor. An individual in the selected public secondary schools who was assigned guidance duties and who devoted at least one-half time to guidance activities.

Vocational education teacher. One who directs, plans, and supervises the selected learning experiences and activities in a vocational education program.

Secondary school social system. The system or pattern of relationships between selected faculty members who were assumed to be representative of the faculty.

Position. The location of an actor or class of actors in a system of social relationship.

Role. A set of expectations applied to an incumbent of a particular position.

Role expectation. An evaluative standard applied to an incumbent of a particular position.

Occupational guidance role. Expectations concerning the activities of the secondary school counselor that pertain to occupational education and the world of work.

Role consensus. The extent to which two or more persons have similar conceptions of a role or roles. Specifically, in this study it was the extent of agreement on the occupational guidance role of the counselor.

APPENDIX B

Tables

Appendix Table 1. Mean response of principals, counselors, general teachers, and vocational teachers by items,

	Group				
Item	Principals	Counselors	General Teachers	Vocational Teachers	Grand Mean
1	1.19	1.49	1.27	1.32	1.30
2	1.42	1.40	1.48	1.46	1.46
3	2.34	2.32	2.37	2.41	2.37
4	1.78	2.03	1.75	1.78	1.80
5	2.04	1.95	1.77	1.82	1.84
6	1.73	1.88	1.61	1.67	1.68
7	1.68	1.81	1.69	1.79	1.74
8	2.08	1.91	2.05	2.01	2.02
9	1.39	1.27	1.43	1.30	1.36
10	1.59	1.40	1.54	1.43	1.49
11	1.59	1.37	1.48	1.35	1.43
12	1.49	1.29	1.48	1.40	1.43
13	2.31	2.08	2.29	2.35	2.29
14	1.65	1.60	1.77	1.89	1.78
15	1.45	1.40	1.60	1.78	1.62
16	1.52	1.32	1.40	1.54	1.46
17	1.59	1.83	1.57	1.67	1.64
18	1.70	1.83	1.96	1.86	1.88
19	1.39	1.34	1.49	1.45	1.44
20	1.40	1.37	1.44	1.54	1.47
21	2.14	2.14	2.27	2.29	2.24
22	1.90	1.93	2.07	2.09	2.04
23	1.65	1.62	1.81	1.54	1.66
24	2.09	1.95	2.19	2.01	2.08
25	1.70	1.40	1.71	1.80	1.70
26	2.04	1.88	2.06	1.94	1.99
27	1.49	1.27	1.52	1.43	1.45
28	4.18	4.44	4.09	4.32	4.23
29	1.55	1.57	1.51	1.50	1.51
30	2.09	2.01	2.26	2.29	2.22
31	2.04	1.78	2.12	2.17	2.09
32	2.01	2.37	2.20	2.26	2.22
33	2.09	2.03	2.06	2.09	2.07
34	1.98	1.83	2.06	2.18	2.07
35	2.27	2.37	2.11	2.48	2.30
36	1.47	1.24	1.50	1.51	1.47
37	1.60	1.42	1.48	1.57	1.52
38	2.22	1.95	2.19	2.21	2.17

(Table 1 continued)

Item	Group Principals	Counselors	General Teachers	Vocational Teachers	Grand Mean
39	1.72	1.31	1.80	1.79	1.72
40	3.00	3.11	2.99	2.96	3.00
41	2.27	2.31	2.28	2.40	2.33
42	1.96	1.75	2.06	2.13	2.04
43	2.11	2.14	2.47	2.35	2.34
44	1.59	1.60	1.82	1.84	1.78
45	1.54	1.77	1.70	1.81	1.73
46	2.32	2.22	2.42	2.46	2.40
47	1.63	1.57	1.70	1.71	1.68
48	1.80	1.67	1.90	1.92	1.87
49	1.96	2.06	2.10	2.04	2.06
50	1.67	1.42	1.76	1.85	1.74
51	1.59	1.27	1.73	1.68	1.64
52	1.93	1.80	1.86	2.00	1.91
53	1.72	1.85	2.06	1.93	1.94
54	1.96	1.73	2.13	1.98	2.00
55	1.63	1.49	1.67	1.59	1.61
56	1.62	1.75	1.79	1.61	1.70
57	2.55	2.67	2.60	2.57	2.59
58	1.83	1.70	1.93	1.84	1.85
59	1.55	1.47	1.51	1.46	1.49
60	2.01	2.13	2.23	2.01	2.10
Total	1.86	1.81	1.92	1.92	1.90

Appendix Table 2. Analysis of variance of the purpose of vocational education for the junior high student as perceived by the counselors and the role item responses of counselors and principals.

Source of Variation	DF	Sum of Squares	Mean Square	F	Error Term
Purpose	2	1.23	.62	.07	A
School (purpose) (A)	57	483.55	8.48		
Position	1	2.38	2.38	.42	B
Purpose X position	2	.43	.22	.04	B
Position X school (purpose) (B)	57	323.76	5.68		
Item	59	1626.65	27.57	56.00[a]	C
Purpose X item	118	53.96	.45	.93	C
Item X school (purpose) (C)	3363	1655.51	.49		
Position X item	59	51.06	.87	1.76[a]	C
Purpose X position X item	118	47.20	.40	1.05	D
Position X item X school (purpose) (D)	3363	1275.66	.38		
Total	7199	5521.41	.77		

[a] $p < .05$

Appendix Table 3. Analysis of variance of the purpose of vocational education for the junior high student as perceived by the counselors and the role item responses of counselors and general teachers.

Source of Variation	DF	Sum of Squares	Mean Square	F	Error Term
Purpose	2	13.25	6.62	1.46	A
School (purpose) (A)	57	257.79	4.52		
Position	1	13.90	13.90	3.60	B
Purpose X position	2	5.48	2.74	.71	B
Position X school (purpose) (B)	57	219.56	3.85		
Item	59	1620.13	27.15	86.89[a]	C
Purpose X item	118	40.44	.34	1.09	C
Item X school (purpose) (C)	3363	1050.88	.31		
Position X item	59	59.64	1.01	3.23[a]	C
Purpose X position X item	118	33.22	.28	1.00	D
Position X item X school (purpose) (D)	3363	926.19	.27		
Total	7199	4222.49	.59		

[a] $p < .05$

Appendix Table 4. Analysis of variance of the purpose of vocational education for the junior high student as perceived by the counselors and the role item responses of counselors and vocational teachers.

Source of Variation	DF	Sum of Squares	Mean Square	F	Error Term
Purpose	2	3.28	1.64	.37	A
School (purpose) (A)	57	254.75	4.47		
Position	1	15.75	15.75	4.43^{a}	B
Purpose X position	2	.40	.20	.06	B
Position X school (purpose) (B)	57	202.91	3.56		
Item	59	1689.07	28.63	91.26^{a}	C
Purpose X item	118	34.54	.29	.93	C
Item X school (purpose) (C)	3363	1054.96	.31		
Position X item	59	55.80	.95	3.01^{a}	C
Purpose X position X item	118	32.90	.28	.95	D
Position X item X school (purpose) (D)	3363	985.11	.29		
Total	7199	4329.47	.60		

$^{a}p < .05$

Appendix Table 5. Analysis of variance of the purpose of vocational education for the senior high student as perceived by the counselors and the role item responses of counselors and principals.

Source of Variation	DF	Sum of Squares	Mean Square	F	Error Term
Purpose	4	40.73	10.18	1.26	A
School (purpose) (A)	55	444.06	8.07		
Position	1	2.38	2.38	.43	B
Purpose X position	4	15.76	3.94	.70	B
Position X school (purpose) (B)	55	308.43	5.61		
Item	59	1626.65	27.57	55.17^{a}	C
Purpose X item	236	87.87	.37	.75	C
Item X school (purpose) (C)	3245	1621.60	.50		
Position X item	59	51.06	.87	1.73^{a}	C
Purpose X position X item	236	71.46	.30	.79	D
Position X item X school (purpose) (D)	3245	1251.41	.39		
Total	7199	5521.41	.77		

$^{a}p < .05$

Appendix Table 6. Analysis of variance of the purpose of vocational education for the senior high student as perceived by the counselors and the role item responses of counselors and general teachers.

Source of Variation	DF	Sum of Squares	Mean Square	F	Error Term
Purpose	4	22.42	6.06	1.35	A
School (purpose) (A)	55	246.81	4.49		
Position	1	13.90	13.90	3.66	B
Purpose X position	4	16.17	4.04	1.06	B
Position X school (purpose) (B)	55	208.87	3.80		
Item	59	1602.13	27.15	85.02^a	C
Purpose X item	236	55.02	.23	.73	C
Item X school (purpose) (C)	3245	1036.29	.32		
Position X item	59	59.64	1.01	3.16^a	C
Purpose X position X item	236	56.49	.24	.86	D
Position X item X School (purpose) (D)	3245	902.93	.28		
Total	7199	4222.49	.59		

$^a p < .05$

Appendix Table 7. Analysis of variance of the purpose of vocational education for the senior high student as perceived by the counselors and the role item responses of counselors and vocational teachers.

Source of Variation	DF	Sum of Squares	Mean Square	F	Error Term
Purpose	4	32.49	8.12	1.98	A
School (purpose) (A)	55	225.54	4.10		
Position	1	15.75	15.75	4.44^a	B
Purpose X position	4	8.01	2.00	.56	B
Position X school (purpose) (B)	55	195.29	3.55		
Item	59	1689.07	28.63	89.94^a	C
Purpose X item	236	56.56	.24	.75	C
Item X school (purpose) (C)	3245	1032.94	.32		
Position X item	59	55.80	.95	2.98^a	C
Purpose X position X item	236	68.29	.29	.99	D
Position X item X school (purpose) (D)	3245	949.72	.29		
Total	7199	4329.47	.60		

$^a p < .05$

Appendix Table 8. Analysis of variance of the size of the school and the role item responses of counselors and principals.

Source of Variation	DF	Sum of Squares	Mean Square	F	Error Term
Size	2	21.48	10.74	1.25	A
School (size) (A)	58	465.84	8.03		
Position	1	4.38	4.38	.80	B
Size X position	2	1.34	.67	.13	B
Position X school (size) (B)	58	340.05	4.86		
Item	59	1620.35	27.46	54.51^a	C
Size X item	118	49.20	.42	.84	C
Item X school (size) (C)	3422	1694.78	.50		
Position X item	59	51.83	.88	1.77^a	C
Size X position X item	118	39.21	.33	.87	D
Position X item X school (size) (D)	3422	1308.69	.38		
Total	7319	5597.15	.76		

$^a p < .05$

Appendix Table 9. Analysis of the size of the school and the role item responses of counselors and general teachers.

Source of Variation	DF	Sum of Squares	Mean Square	F	Error Term
Size	2	19.46	9.73	2.16	A
School (size) (A)	58	261.43	4.51		
Position	1	16.77	16.77	4.44^a	B
Size X position	2	12.59	6.30	1.66	B
Position X school (size) (B)	58	219.21	3.78		
Item	59	1595.27	27.04	86.58^a	C
Size X item	118	46.09	.39	1.25	C
Item X school (size) (C)	3422	1068.75	.31		
Position X item	59	61.36	1.04	3.33^a	C
Size X position X item	118	34.99	.30	1.08	D
Position X item X school (size) (D)	3422	935.58	.27		
Total	7319	4271.51	.58		

$^a p < .05$

Appendix Table 10. Analysis of variance of the size of the school and the role item responses of counselors and vocational teachers.

Source of Variation	DF	Sum of Squares	Mean Square	F	Error Term
Size	2	5.19	2.59	.58	A
School (size) (A)	58	257.97	4.45		
Position	1	19.81	19.81	5.60[a]	B
Size X position	2	10.15	5.08	1.43	B
Position X school (size) (B)	58	205.23	3.54		
Item	59	1697.49	28.77	92.39[a]	C
Size X item	118	42.79	.36	1.16	C
Item X school (size) (C)	3422	1065.70	.31		
Position X item	59	55.44	.94	3.02[a]	C
Size X position X item	118	30.87	.26	.89	D
Position X item X school (size) (D)	3422	1007.11	.29		
Total	7319	4397.76	.60		

[a] $p < .05$

Appendix Table 11. Analysis of variance of the professional isolation of the counselors and the role item responses of counselors and principals.

Source of Variation	DF	Sum of Squares	Mean Square	F	Error Term
Environment	1	13.14	13.14	1.64	A
School (environment) (A)	59	474.18	8.04		
Position	1	4.38	4.38	.76	B
Environment X position	1	1.12	1.12	.19	B
Position X school (environment) (B)	59	340.28	5.77		
Item	59	1620.35	27.46	55.66[a]	C
Environment X item	59	26.55	.45	.91	C
Item X school (environment) (C)	3481	1717.42	.49		
Position X item	59	51.83	.88	1.78[a]	C
Environment X position X item	59	25.62	.43	1.14	D
Position X item X school (environment) (D)	3481	1322.27	.38		
Total	7319	5597.15	.76		

[a] $p < .05$

Appendix Table 12. Analysis of variance of the professional isolation of the counselors and the role item responses of counselors and general teachers.

Source of Variation	DF	Sum of Squares	Mean Square	F	Error Term
Environment	1	5.44	5.44	1.16	A
School (environment) (A)	59	275.46	4.67		
Position	1	16.77	16.77	4.27[a]	B
Environment X position	1	.06	.06	.01	B
Position X school (environment) (B)	59	231.75	3.93		
Item	59	1595.27	27.04	86.25[a]	C
Environment X item	59	23.46	.40	1.27	C
Item X school (environment) (C)	3481	1091.39	.31		
Position X item	59	61.36	1.04	3.31[a]	C
Environment X position X item	59	16.24	.27	1.00	D
Position X item X school (environment) (D)	3481	954.32	.27		
Total	7319	4271.51	.58		

[a] $p < .05$

Appendix Table 13. Analysis of variance of the professional isolation of the counselors, and the role item responses of counselors and vocational teachers.

Source of Variation	DF	Sum of Squares	Mean Square	F	Error Term
Environment	1	1.48	1.48	.33	A
School (environment) (A)	59	261.67	4.43		
Position	1	19.81	19.81	5.47[a]	B
Environment X position	1	1.82	1.82	.50	B
Position X school (environment) (B)	59	213.56	3.62		
Item	59	1697.49	28.77	92.24[a]	C
Environment X item	59	22.92	.39	1.25	C
Item X school (environment) (C)	3481	1085.57	.31		
Position X item	59	55.44	.94	3.01[a]	C
Environment X position X item	59	14.78	.25	.85	D
Position X item X school (environment) (D)	3481	1023.20	.29		
Total	7319	4397.76	.60		

[a] $p < .05$

Appendix Table 14. Analysis of variance of the professional education of the counselors and the role item responses of counselors and principals.

Source of Variation	DF	Sum of Squares	Mean Square	F	Error Term
Certification	1	26.64	26.64	3.41	A
School (certification) (A)	59	460.69	7.81		
Position	1	4.38	4.38	.79	B
Certification X position	1	12.79	12.79	2.30	B
Position X school (certification) (B)	59	328.61	5.57		
Item	59	1620.35	27.46	55.96[a]	C
Certification X item	59	35.35	.60	1.22	C
Item X school (certification) (C)	3481	1708.62	.49		
Position X item	59	51.83	.88	1.79[a]	C
Certification X position X item	59	33.46	.57	1.50[a]	D
Position X item X school (certification) (D)	3481	1314.43	.38		
Total	7319	5597.15	.76		

[a] $p < .05$

Appendix Table 15. Analysis of variance of the professional education of the counselors' and the role item responses of counselors and general teachers.

Source of Variation	DF	Sum of Squares	Mean Square	F	Error Term
Certification	1	.02	.02	.01	A
School (certification) (A)	59	280.87	4.76		
Position	1	16.77	16.77	4.33[a]	B
Certification X position	1	3.03	3.03	.78	B
Position X school (certification) (B)	59	228.78	3.88		
Item	59	1595.27	27.04	86.03[a]	C
Certification X item	59	20.79	.35	1.12	C
Item X school (certification) (C)	3481	1094.06	.31		
Position X item	59	61.36	1.04	3.31[a]	C
Certification X position X item	59	15.23	.26	.94	D
Position X item X school (certification) (D)	3481	955.33	.27		
Total	7319	4271.51	.58		

[a] $p < .05$

Appendix Table 16. Analysis of variance of the professional education of the counselors and the role item responses of counselors and vocational teachers.

Source of Variation	DF	Sum of Squares	Mean Square	F	Error Term
Certification	1	3.78	3.78	.86	A
School (certification) (A)	59	259.37	4.40		
Position	1	19.81	19.81	5.43^{a}	B
Certification X position	1	.13	.13	.04	B
Position X school (certification) (B)	59	215.25	3.65		
Item	59	1697.49	28.77	88.47^{a}	C
Certification X item	59	15.84	.27	.86	C
Item X school (certification) (C)	3481	1092.66	.31		
Position X item	59	55.44	.94	2.99^{a}	C
Certification X position X item	59	15.89	.27	.92	D
Position X item X school (certification) (D)	3481	1022.09	.29		
Total	7319	4397.76	.60		

$^{a}p < .05$

Appendix Table 17. Analysis of variance of the type of counselor and the role item responses of counselors and principals.

Source of Variation	DF	Sum of Squares	Mean Square	F	Error Term
Type	1	17.17	17.17	2.15	A
School (type) (A)	59	470.16	7.97		
Position	1	4.38	4.38	.75	B
Type X position	1	.84	.84	.15	B
Position X school (type) (B)	59	340.56	5.77		
Item	59	1620.35	27.46	55.83^{a}	C
Type X item	59	31.63	.53	1.09	C
Item X school (type) (C)	3481	1712.34	.49		
Position X item	59	51.83	.88	1.79^{a}	C
Type X position X item	59	21.17	.36	.94	D
Position X item X school (type) (D)	3481	1326.73	.38		
Total	7319	5597.15	.76		

$^{a}p < .05$

Appendix Table 18. Analysis of variance of the type of counselor and the role item responses of counselors and general teachers.

Source of Variation	DF	Sum of Squares	Mean Square	F	Error Term
Type	1	4.01	4.01	.85	A
School (type) (A)	59	276.88	4.69		
Position	1	16.78	16.78	4.48^a	B
Type X position	1	9.36	9.36	2.48	B
Position X school (type) (B)	59	222.45	3.77		
Item	59	1595.27	27.04	86.83^a	C
Type X item	59	30.78	.52	1.68^a	C
Item X school (type) (C)	3481	1084.06	.31		
Position X item	59	61.36	1.04	3.34^a	C
Type X position X item	59	16.33	.28	1.01	D
Position X item X school (type) (D)	3481	954.23	.27		
Total	7319	4271.51	.58		

$^{a}p < .05$

Appendix Table 19. Analysis of variance of the type of counselor and the role item responses of counselors and vocational teachers.

Source of Variation	DF	Sum of Squares	Mean Square	F	Error Term
Type	1	.77	.77	.17	A
School (type) (A)	59	262.39	4.44		
Position	1	19.81	19.81	5.91^a	B
Type X position	1	17.51	17.51	5.22^a	B
Position X school (type) (B)	59	197.87	3.35		
Item	59	1697.49	28.77	92.48^a	C
Type X item	59	25.70	.44	1.40^a	C
Item X school (type) (C)	3481	1082.80	.31		
Position X item	59	55.44	.94	3.02^a	C
Type X position X item	59	18.13	.31	1.05	D
Position X item X school (type) (D)	3481	1019.85	.29		
Total	7319	4397.76	.60		

$^{a}p < .05$

Appendix Table 20. Analysis of variance of student-counselor ratio and the role item responses of counselors and principals.

Source of Variation	DF	Sum of Squares	Mean Square	F	Error Term
Ratio	2	11.29	5.64	.69	A
School (ratio) (A)	58	476.03	8.21		
Position	1	4.38	4.38	.74	B
Ratio X position	2	.02	.01	.002	B
Position X school (ratio) (B)	58	341.37	5.89		
Item	59	1620.35	27.46	55.66[a]	C
Ratio X item	118	55.64	.47	.96	C
Item X school (ratio) (C)	3422	1688.33	.49		
Position X item	59	51.83	.88	1.78[a]	C
Ratio X position X item	118	42.09	.36	.93	D
Position X item X school (ratio) (D)	3422	1305.80	.38		
Total	7319	5597.15	.76		

[a] $p < .05$

Appendix Table 21. Analysis of variance of the student-counselor ratio and the role item responses of counselors and general teachers.

Source of Variation	DF	Sum of Squares	Mean Square	F	Error Term
Ratio	2	23.09	11.55	2.60	A
School (ratio) (A)	58	257.80	4.44		
Position	1	16.77	16.77	4.23[a]	B
Ratio X position	2	2.89	1.44	.37	B
Position X school (ratio) (B)	58	228.93	3.94		
Item	59	1595.27	27.04	85.89[a]	C
Ratio X item	118	37.46	.32	1.01	C
Item X school (ratio) (C)	3422	1077.39	.31		
Position X item	59	61.36	1.04	3.30[a]	C
Ratio X position X item	118	24.35	.20	.75	D
Position X item X school (ratio) (D)	3422	946.21	.28		
Total	7319	4271.51	.58		

[a] $p < .05$

Appendix Table 22. Analysis of variance of the student-counselor ratio and the role item responses of counselors and vocational teachers.

Source of Variation	DF	Sum of Squares	Mean Square	F	Error Term
Ratio	2	1.92	.96	.21	A
School (ratio) (A)	58	261.24	4.50		
Position	1	19.81	19.81	5.49^a	B
Ratio X position	2	6.07	3.04	.84	B
Position X school (ratio) (B)	58	209.31	3.61		
Item	59	1697.49	28.77	91.48^a	C
Ratio X item	118	32.15	.27	.87	C
Item X school (ratio) (C)	3422	1076.35	.31		
Position X item	59	55.44	.94	2.99^a	C
Ratio X position X item	118	25.61	.22	.73	D
Position X item X school (ratio) (D)	3422	1012.37	.20		
Total	7319	4397.76	.60		

$^a p < .05$

Appendix Table 23. Analysis of variance of the interaction between the counselors and principals and the role item responses of counselors and principals.

Source of Variation	DF	Sum of Squares	Mean Square	F	Error Term
Interaction	2	4.51	2.25	.27	A
School (interaction) (A)	58	482.81	8.32		
Position	1	4.38	4.38	.78	B
Interaction X position	2	17.18	8.59	1.54	B
Position X school (interaction) (B)	58	324.22	5.59		
Item	59	1620.35	27.46	56.21^a	C
Interaction X item	118	72.01	.61	1.25	C
Item X school (interaction) (C)	3422	1671.96	.49		
Position X item	59	51.83	.88	1.80^a	C
Interaction X position X item	118	49.14	.42	1.10	D
Position X item X school (interaction) (D)	3422	1298.76	.38		
Total	7319	5597.15	.76		

$^a p < .05$

Appendix Table 24. Analysis of variance of the interaction between the counselors and general teachers and the role item responses of counselors and general teachers.

Source of Variation	DF	Sum of Squares	Mean Square	F	Error Term
Interaction	2	1.38	.70	.15	A
School (interaction) (A)	50	233.87	4.68		
Position	1	21.19	21.19	5.78[a]	B
Interaction X position	2	27.43	13.72	3.74[a]	B
Position X school (interaction) (B)	50	183.28	3.66		
Item	59	1421.05	24.09	78.61[a]	C
Interaction X item	118	54.86	.46	1.52[a]	C
Item X school (interaction) (C)	2950	903.97	.30		
Position X item	59	51.93	.88	2.87[a]	C
Interaction X position X item	118	36.50	.31	1.13	D
Position X item X school (interaction) (D)	2950	807.80	.27		
Total	6359	3743.28	.59		

[a]$p < .05$

Appendix Table 25. Analysis of variance of the interaction between the counselors and vocational teachers and the role item responses of counselors and vocational teachers.

Source of Variation	DF	Sum of Squares	Mean Square	F	Error Term
Interaction	2	10.08	5.04	1.17	A
School (interaction) (A)	51	219.09	4.30		
Position	1	22.37	22.37	6.31[a]	B
Interaction X position	2	5.51	2.75	.78	B
Position X school (interaction) (B)	51	180.78	3.54		
Item	59	1509.68	25.59	83.10[a]	C
Interaction X item	118	47.31	.40	1.30[a]	C
Item X school (interaction) (C)	3009	926.35	.31		
Position X item	59	50.67	.86	2.79[a]	C
Interaction X position X item	118	33.33	.28	.99	D
Position X item X school (interaction) (D)	3009	855.80	.28		
Total	6479	3860.96	.60		

[a]$p < .05$

Appendix Table 26. Analysis of variance of the social rank of the general and vocational teacher positions as perceived by the counselors and the role item responses of counselors and principals.

Source of Variation	DF	Sum of Squares	Mean Square	F	Error Term
Rank	2	4.87	2.44	.27	A
School (rank) (A)	50	457.91	9.16		
Position	1	1.16	1.16	.58	B
Rank X position	2	4.04	2.02	.41	B
Position X school (rank) (B)	50	248.85	4.98		
Item	59	1406.02	23.83	47.56[a]	C
Rank X item	118	62.63	.53	1.06	C
Item X school (rank) (C)	2950	1478.28	.50		
Position X item	59	51.67	.88	1.75[a]	C
Rank X position X item	118	55.00	.47	1.21	D
Position X item X school (rank) (D)	2950	1088.28	.37		
Total	6359	4858.69	.76		

[a] $p < .05$

Appendix Table 27. Analysis of variance of the social rank of the general and vocational teacher positions as perceived by the counselors and the role item responses of counselors and general teachers.

Source of Variation	DF	Sum of Squares	Mean Square	F	Error Term
Rank	2	3.20	1.60	.32	A
School (rank) (A)	50	252.58	5.05		
Position	1	9.05	9.05	2.72	B
Rank X position	2	3.44	1.72	.52	B
Position X school (rank) (B)	50	166.43	3.32		
Item	59	1423.54	24.13	76.55[a]	C
Rank X item	118	43.99	.37	1.18	C
Item X school (rank) (C)	2950	929.72	.32		
Position X item	59	62.34	1.06	3.35[a]	C
Rank X position X item	118	29.62	.25	.89	D
Position X item X school (rank) (D)	2950	828.02	.28		
Total	6359	3751.93	.59		

[a] $p < .05$

Appendix Table 28. Analysis of variance of the social rank of the general and vocational teacher positions as perceived by the counselors and the role item responses of counselors and vocational teachers.

Source of Variation	DF	Sum of Squares	Mean Square	F	Error Term
Rank	2	6.01	3.00	.77	A
School (rank) (A)	50	193.82	3.88		
Position	1	14.10	14.10	3.87	B
Rank X position	2	2.74	1.37	.38	B
Position X school (rank) (B)	50	182.10	3.64		
Item	59	1529.67	25.93	81.99[a]	C
Rank X item	118	47.03	.40	1.26	C
Item X school (rank) (C)	2950	932.80	.32		
Position X item	59	54.32	.92	2.91[a]	C
Rank X position X item	118	30.81	.26	.85	D
Position X item X school (rank) (D)	2950	904.13	.31		
Total	6359	4897.52	.61		

[a] $p < .05$

Appendix Table 29. Analysis of variance of the power associated with the counseling position by the counselors and the role item responses of the counselors and principals.

Source of Variation	DF	Sum of Squares	Mean Square	F	Error Term
Power	2	10.66	5.33	.64	A
School (power) (A)	54	451.65	8.36		
Position	1	8.63	8.63	1.56	B
Power X position	2	.48	.24	.04	B
Position X school (power) (B)	54	298.21	5.52		
Item	59	1483.64	25.15	51.46[a]	C
Power X item	118	65.63	.56	1.14	C
Item S school (power) (C)	3186	1556.91	.49		
Position X item	59	50.22	.85	1.74[a]	C
Power X position X item	118	34.06	.29	.75	D
Position X item X school (power) (D)	3186	1230.89	.39		
Total	6839	5190.98	.76		

[a] $p < .05$

Appendix Table 30. Analysis of variance of the power associated with the counseling position by the counselors and the role item responses of counselors and general teachers.

Source of Variation	DF	Sum of Squares	Mean Square	F	Error Term
Power	2	4.05	2.02	.42	A
School (power) (A)	54	261.76	4.85		
Position	1	19.18	19.18	4.81[a]	B
Power X position	2	1.66	.83	.21	B
Position X school (power) (B)	54	215.43	3.99		
Item	59	1476.95	25.03	79.07[a]	C
Power X item	118	41.82	.35	1.12	C
Item X school (power) (C)	3186	1008.66	.32		
Position X item	59	57.18	.97	3.06[a]	C
Power X position X item	118	33.35	.28	1.03	D
Position X item X school (power) (D)	3186	871.12	.27		
Total	6839	3991.16	.58		

[a] $p < .05$

Appendix Table 31. Analysis of variance of the power associated with the counseling position by the counselors and the role item responses of the counselors and vocational teachers.

Source of Variation	DF	Sum of Squares	Mean Square	F	Error Term
Power	2	6.01	3.00	.69	A
School (power) (A)	54	236.19	4.37		
Position	1	21.85	21.85	5.98[a]	B
Power X position	2	10.61	5.30	1.45	B
Position X school (power) (B)	54	197.17	3.65		
Item	59	1556.06	26.37	84.56[a]	C
Power X item	118	48.71	.41	1.32[a]	C
Item X school (power) (C)	3186	993.66	.31		
Position X item	59	53.57	.91	2.91[a]	C
Power X position X item	118	39.05	.33	1.14	D
Position X item X school (power) (D)	3186	923.09	.29		
Total	6839	4085.98	.60		

[a] $p < .05$

Appendix Table 32. Analysis of variance of the attitude of the counselors toward occupational education and the role item responses of counselors and principals.

Source of Variation	DF	Sum of Squares	Mean Square	F	Error Term
Attitude	2	50.00	25.00	3.32[a]	A
School (attitude) (A)	58	437.32	7.54		
Position	1	4.38	4.38	.77	B
Attitude X position	2	13.08	6.54	1.16	B
Position X school (attitude) (B)	58	328.31	5.66		
Item	59	1620.35	27.46	55.99[a]	C
Attitude X item	118	65.65	.56	1.13	C
Item X school (attitude) (C)	3422	1678.32	.49		
Position X item	59	51.83	.88	1.79[a]	C
Attitude X position X item	118	49.91	.42	1.11	D
Position X item X school (attitude) (D)	3422	1297.99	.38		
Total	7319	5597.15	.76		

[a] $p < .05$

Appendix Table 33. Analysis of variance of the attitude of the counselors toward occupational education and the role item responses of counselors and general teachers.

Source of Variation	DF	Sum of Squares	Mean Square	F	Error Term
Attitude	2	18.46	9.23	2.04	A
School (attitude) (A)	58	262.43	4.52		
Position	1	16.77	16.77	4.96[a]	B
Attitude X position	2	35.67	17.83	5.27[a]	B
Position X school (attitude) (B)	58	196.14	3.38		
Item	59	1595.27	27.04	86.58[a]	C
Attitude X item	118	46.07	.39	1.25	C
Item X school (attitude) (C)	3422	1068.77	.31		
Position X item	59	61.36	1.04	3.33[a]	C
Attitude X position X item	118	34.14	.29	1.06	D
Position X item X school (attitude) (D)	3422	936.42	.27		
Total	7319	4271.51	.58		

[a] $p < .05$

Appendix Table 34. Analysis of variance of the attitude of the counselors toward occupational education and the role item responses of counselors and vocational teachers.

Source of Variation	DF	Sum of Squares	Mean Square	F	Error Term
Attitude	2	31.66	15.83	3.97[a]	A
School (attitude) (A)	58	231.50	3.99		
Position	1	19.81	19.81	6.00[a]	B
Attitude X position	2	24.00	12.00	3.64[a]	B
Position X school (attitude) (B)	58	191.39	3.30		
Item	59	1697.49	28.77	92.33[a]	C
Attitude X Item	118	42.19	.36	1.15	C
Item X school (attitude) (C)	3422	1066.31	.31		
Position X item	59	55.44	.94	3.02[a]	C
Attitude X position X item	118	33.37	.28	.96	D
Position X item X school (attitude) (D)	3422	1004.60	.29		
Total	7319	4397.76	.60		

[a] $p < .05$

APPENDIX C

Forms

Three forms were developed for use in this research--one for teachers, one for principals, and one for counselors. The forms for principals and teachers were identical except for the general information section. The counselor form contained additional questions pertaining to the secondary school social system. All three contained the 60 role expectations items. To avoid repetition of the rather long role expectations items (pages 86-91), they are presented here only with the form for the principal. The forms are presented as follows: form for the principals, pages 84-91; form for the teachers, pages 92-93; and form for the counselors, pages 94-99.

FORM FOR PRINCIPAL

______
NUMBER

ROLE EXPECTATIONS FORM

CLEBURN G. DAWSON
Department of Sociology and Anthropology
North Carolina State University at Raleigh

CENTER FOR OCCUPATIONAL EDUCATION
North Carolina State University at Raleigh
Raleigh, North Carolina
1967

GENERAL INFORMATION

School______________________________ School unit__________________________

Age_______ Sex_______ Race_________ Marital status________________________

How many years have you been at this school?______________________________

How many years have you been in your present position at this school?______________

What has been your educational work experience other than in your present position?

Position_______________________________________ Years_______________
Position_______________________________________ Years_______________
Position_______________________________________ Years_______________
Position_______________________________________ Years_______________
Total years of educational experience_______________

What is your educational background?

Highest degree held____
Undergraduate major____
Graduate major____

What educational certification do you have?

Principal____
Teacher____
Guidance____

How many semester credit hours of professional guidance courses do you have?______________

SCHOOL DATA

Enrollment Sept. 1967

Total_________ By grades: 9______ 10______ 11______ 12______

Professional Staff: Total________ General education teachers___________

Vocational teachers: Agriculture______ Vocational Office___________ Distributive Education_______ Home Economics_______ Introductions to Vocations_______ Trade and Industrial________________

Guidance Counselors: Full-time______________ Part-time_____________ Counselor-student ratio_____________________________________

OCCUPATIONAL GUIDANCE ACTIVITIES
OF THE SCHOOL COUNSELOR

HOW DO YOU FEEL ABOUT WHETHER A GUIDANCE COUNSELOR IN THIS SCHOOL SHOULD OR SHOULD NOT DO THE FOLLOWING THINGS?

Answer in terms of these categories.

Must	M
Preferably should	PS
May or may not	MMN
Preferably should not	PSN
Must not	MN

CIRCLE ONE

1. Accumulate extensive vocational and career information concerning students and their vocational needs and plans. M PS MMN PSN MN

2. Work with teachers, especially those in vocational areas, to discover those positive qualities in the student which should be encouraged and developed. M PS MMN PSN MN

3. For student appraisal purposes, occasionally accompany the vocational education faculty when they are supervising their students on work-study programs. M PS MMN PSN MN

4. Record as a part of the cumulative records the vocational preferences reported by students. M PS MMN PSN MN

5. Select the tests used in the school to indicate the vocational interests and aptitudes of students. M PS MMN PSN MN

6. Administer tests to assess vocational aptitudes and interests. M PS MMN PSN MN

7. Interpret interest and aptitude test results for the vocational staff. M PS MMN PSN MN

8. Interview various types of workers to gain insight into worker characteristics, job satisfactions, and performance requirements. M PS MMN PSN MN

9. Create an awareness in all students of the potentialities of all programs of study within the school. M PS MMN PSN MN

10. Emphasize occupational information as much as educational information. M PS MMN PSN MN

11. Place at least equal emphasis on vocational and technical careers as on academic careers during group career information and planning activities. M PS MMN PSN MN

12. Develop knowledge and understanding of post-secondary vocational and technical education opportunities as extensively as those of a "college" or "academic" nature. M PS MMN PSN MN

13. Conduct field trips or visits to industrial plants and business firms in the local and surrounding communities as a part of group guidance. M PS MMN PSN MN

14. Collect and disseminate to students and parents information concerning nonprofessional careers. M PS MMN PSN MN

15. Assist the students in obtaining information about the educational and occupational opportunities in the military service. M PS MMN PSN MN

16. Make regular use of current catalogs and other materials from vocational, industrial, trade or technical educational institutions in group guidance efforts. M PS MMN PSN MN

17. Provide interested students with forms and other printed materials from job placement organizations and agencies. M PS MMN PSN MN

18. Assist in periodically developing bulletin board or similar displays on occupational employment and training opportunities. M PS MMN PSN MN

19. Develop a knowledge of local and area occupational trends for use in advising students regarding employment and career possibilities in business and industry. M PS MMN PSN MN

20. Acquire and/or develop significant information about the entry and educational requirements for numerous jobs. M PS MMN PSN MN

21. Assist in planning and conducting systematic group instructional units on occupations.	M PS MMN PSN MN
22. Locate and use persons in the community who are able and willing to assist with assembly programs related to the vocational problems of the students.	M PS MMN PSN MN
23. Help students consider vocational education as an educational opportunity each year they are in high school.	M PS MMN PSN MN
24. Devote at least one-half of efforts to occupational guidance activities (occupational information, occupational education opportunities, individual counseling and group guidance on jobs and occupations, etc.)	M PS MMN PSN MN
25. Assist the student and his parents in relating the student's occupational interest, aptitudes, and abilities to current and future occupational opportunities and requirements.	M PS MMN PSN MN
26. Encourage drop-outs to return to the school for occupational counseling when pertinent problems confront them.	M PS MMN PSN MN
27. Point out the relationships between educational and vocational choices.	M PS MMN PSN MN
28. Devote more time to counseling the college-bound student than the student not planning to attend college because guidance is more important for the college-bound.	M PS MMN PSN MN
29. Guide students in the selection of vocational courses on the basis of their interests, aptitudes, and ability to profit by the instruction.	M PS MMN PSN MN
30. Maintain contact with employers of high school graduates and drop-outs.	M PS MMN PSN MN
31. Cooperate with local civic and other groups in securing part-time work for the economically underprivileged in the school.	M PS MMN PSN MN
32. Assume a leadership role in the development of a philosophy for vocational education in the school.	M PS MMN PSN MN

33. Assist in deciding on the ability group placement of students. M PS MMN PSN MN

34. Provide assistance with the school-work transition problems of school youth. M PS MMN PSN MN

35. Guide the average or below-average student toward vocational education. M PS MMN PSN MN

36. Assist students desiring to continue their education in post-secondary vocational and technical programs in obtaining scholarships and other means of financial aid. M PS MMN PSN MN

37. Provide appropriate student data to occupational education institutions, prospective employers or employment agencies when requested for professional purposes. M PS MMN PSN MN

38. Assist the non-college-bound graduate in securing employment. M PS MMN PSN MN

39. Assist each pupil to meet his need to develop occupational decision-making competency. M PS MMN PSN MN

40. Urge that the student elect or fail to elect a specific vocational course. M PS MMN PSN MN

41. Use test results as an aid in placing students in jobs. M PS MMN PSN MN

42. Assist local employers in securing employees from school graduates and others not planning to pursue further education. M PS MMN PSN MN

43. Assist with local and area manpower status and needs surveys. M PS MMN PSN MN

44. Use follow-up studies of all high school graduates and other former students as one means of evaluating occupational counseling. M PS MMN PSN MN

45. Involve vocational education personnel in developing the philosophy and objectives of guidance for the school. M PS MMN PSN MN

46. Survey the community each spring for part-time summer job opportunities for students. M PS MMN PSN MN

47. Consult with school administrators and members of school faculty relative to vocational curricular offerings which meet the abilities, interests, and needs of the students. M PS MMN PSN MN

48. Ascertain student reaction to the vocational aspects of the guidance program. M PS MMN PSN MN

49. Make available the findings of local vocational guidance research to the professional organizations and literature of both vocational education and guidance. M PS MMN PSN MN

50. Whenever possible, conduct exit interviews with all the students dropping out of school. M PS MMN PSN MN

51. Maintain a close working relationship with the student personnel services staff of the vocational and technical institutions of the immediate area. M PS MMN PSN MN

52. Participate in the determination of what phases of vocational education are to be offered by the school. M PS MMN PSN MN

53. Serve as an occupational resource person to teachers of vocational courses. M PS MMN PSN MN

54. Develop competence in understanding the nature, structure, and operational rationale of the labor movement in the United States. M PS MMN PSN MN

55. Regularly review current professional publications of vocational and technical education for implications for the guidance efforts in the school. M PS MMN PSN MN

56. Inform staff members of significant changes found in the school and community environments which have implications for their instruction. M PS MMN PSN MN

57. Seek summer employment in the various counseling programs established under the auspices of the United States Department of Labor. M PS MMN PSN MN

58. Visit occupational education programs of post-secondary institutions to learn about their new developments and to obtain current information for use in the school guidance program. M PS MMN PSN MN

59. Make available to the vocational teachers the information in the guidance department relative to occupational plans, aptitudes, and interests of students. M PS MMN PSN MN

60. Serve on the local advisory committee for vocational education. M PS MMN PSN MN

FORM FOR TEACHERS

____
NUMBER

ROLE EXPECTATIONS FORM

CLEBURN G. DAWSON
Department of Sociology and Anthropology
North Carolina State University at Raleigh

CENTER FOR OCCUPATIONAL EDUCATION
North Carolina State University at Raleigh
Raleigh, North Carolina
1967

GENERAL INFORMATION

School______________________ School unit____________________

Position you now occupy______________________________________

Age______ Sex_____ Race______ Marital status_________________

How many years have you been at this school?_________________

How many years have you been in your present position at this school?_____

What subjects do you teach?__________________________________

What is the grade level of the students you teach?

Numbers. 9_____ 10______ 11______ 12______ Total________

What is the grade level of the students you counsel?

Numbers. 9_____ 10______ 11______ 12______ Total________

What has been your education work experience other than in your present position?

Position___________________________ Years____________

Position___________________________ Years____________

Position___________________________ Years____________

Total years of educational experience____________

What is your educational background?

Highest degree held_________________________________

Undergraduate major_________________________________

Graduate major______________________________________

What educational certification do you have?__________________

Principal____

Teachers____

Guidance____

How many semester credit hours of professional guidance courses do you have?_______________

FORM FOR COUNSELORS

____
NUMBER

ROLE EXPECTATIONS FORM

CLEBURN G. DAWSON
Department of Sociology and Anthropology
North Carolina State University at Raleigh

CENTER FOR OCCUPATIONAL EDUCATION
North Carolina State University at Raleigh
Raleigh, North Carolina
1967

GENERAL INFORMATION

School________________ School unit________________

Position you now occupy________________

Age________ Sex________ Race________ Marital status________________

How many years have you been at this school?________________

How many years have you been in your present position at this school?______

What subjects do you teach?________________

What is the grade level of the students you teach?

Numbers. 9________ 10________ 11________ 12________ Total________

What is the grade level of the students you counsel?

Numbers. 9________ 10________ 11________12________ Total________

What has been your educational work experience other than in your present position?

Position________________ Years________

Position________________ Years________

Position________________ Years________

Total years of educational experience________

What is your educational background?

Highest degree held________________

Undergraduate major________________

Graduate major________________

What educational certification do you have?

Principal________________

Teachers________________

Guidance________________

How many semester credit hours of professional guidance courses do you have?________

SELECTED ELEMENTS OF THE HIGH SCHOOL SOCIAL SYSTEM AS PERCEIVED BY THE COUNSELOR

1. What kinds of vocational experience should be provided in local schools? Vocational experience should be provided for: (check one)

a.______ all occupations.

b.______ all nonprofessional occupations.

c.______ the majority of nonprofessional occupations with emphasis on development of basic vocational skills.

d.______ the majority of nonprofessional occupations with emphasis upon the occupations requiring specialized vocational skills.

e.______ a limited number of specific nonprofessional occupations with emphasis on the development of basic vocational skills.

f.______ a limited number of specific nonprofessional occupations requiring specialized skills.

2. What is the one major purpose of vocational education for the secondary school student in each of the types of schools listed below? (Check one purpose for each type; one for junior high, one for senior high, and one for the regular high school)

	Type of Institution		
Purpose	Jr. High (7-8-9)	Sr. High (10-11-12)	Reg. High (9-12)
a. Occupational preparation through general education only			
b. Exploratory occupational education			
c. Development of basic vocational skills			
d. Job training for a specific occupation			
e. Job training for a family of occupations			

3. What do you feel is the prestige and esteem associated with each type of position incumbent listed below? Indicate your opinion by placing the positions in a 1, 2, and 3 order.

   a. Among faculty of this school

      General teacher_____ Principal_____ Vocational teacher_____

   b. Among students of this school

      Principal_____ Vocational teacher_____ General teacher_____

4. Estimate the number of times per week that you have discussed educational topics, problems, or school activities with the following during this school year.

   General teachers____________

   Principal___________________

   Vocational teachers__________

5. How much change occurs in the status of an individual moving from a teaching position to one of counseling in terms of: (circle answer)

   a. Influence with students.

greatly decreased	slightly decreased	unchanged	slightly increased	greatly increased

   b. Frequency of opinions being used in determining school policy.

greatly decreased	slightly decreased	unchanged	slightly increased	greatly increased

   c. Degree of involvement in directing school's activities.

greatly decreased	slightly decreased	unchanged	slightly increased	greatly increased

VIEWS CONCERNING VOCATIONAL EDUCATION

Circle the response which most closely corresponds to your views about the following statements. Answer in terms of following categories.

SA Strongly Agree
U Uncertain or don't know
D Disagree
A Agree
SD Strongly Disagree

1. All students in high school should be given a greater opportunity to take vocational education. SA A U D SD
2. Equal opportunities for both girls and boys should be provided in vocational education courses in high school. SA A U D SD
3. Youth organizations should be organized and promoted to supplement learning experiences for the student in each vocational education area. SA A U D SD
4. The opportunity for securing work experience rests with the parents of students in vocational education. SA A U D SD
5. Vocational education teachers should be encouraged to visit the parents of their students. SA A U D SD
6. Students should begin vocational education programs only after they graduate from high school. SA A U D SD
7. The major purpose of a high school should be to prepare students for college. SA A U D SD
8. No vocational education work experience programs should be scheduled during the school day. SA A U D SD
9. In high schools a greater emphasis through guidance should be given to vocational education so that students may learn how to earn a living. SA A U D SD
10. Vocational education should be provided only by the community college institutions. SA A U D SD
11. Technical education is simply a more advanced type of vocational education. SA A U D SD
12. General education alone is the best preparation in high school for the work life of adults. SA A U D SD